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ABSTRACT

This report describes six studies on the educational progress of students who entered New York City public schools as non-native English speakers, or English language learners (ELLs). Studies examined number of years students were served in bilingual/English as a Second Language (ESL) programs; characteristics of students receiving these services; the longitudinal progress of ELL students; student performance after program completion; ELL high school performance; characteristics of ELLs who came to English speaking schools with little or no formal schooling, who received bilingual/ESL services for several years, and who entered mainstream monolingual classes within 3 years; and characteristics of ELLs' teachers. Although most districts showed relatively low percentages of ELLs who had been served for over 6 years, some showed substantial numbers of long-term ELLs. Bilingual/ELL programs were especially effective for ELLs entering school in kindergarten and grade 1. Relatively strong English and home-language proficiency contributed to ability to meet program exit standards. Late-entry ELLs who reached program exit standards were highly successful in completing high school. ELLs who entered New York City middle schools as sixth graders were far less likely to reach the program exit standard than those who entered in elementary school. Consistency of programmatic approach was significant in determining exit rates. ELL students may require such accommodations as extended time and/or expanded after school tutorials to meet current graduation requirements. (SM)

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ED 451 266

NEW YORK CITY BOARD OF EDUCATION

ELL SUBCOMMITTEE RESEARCH STUDIES Progress Report

Study 1 Number of Years of Service in Bilingual/ESL Programs

Study 2 Profile of Long-Term ELL Students

Study 4 Examining the Longitudinal Progress of ELL Students and Their Performance After Exiting From Bilingual/ESL Programs

Study 5 (part 1) Demographic and Performance Profile of English Language Learners on the English Regents Examination in January 1999

Study 5 (part 2) Cohort English Regents Analysis Class of 2000

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Table of Contents

EXECUTIVE SUMMARY i

ACKNOWLEDGMENTS iv

DESCRIPTION OF RESEARCH STUDIES 1

BACKGROUND 1

STUDY 1
- Number of Years of Service in Bilingual/ESL Programs (1997-98) 1
- Goal 1
- Findings 1
- Conclusion 1

STUDY 2
- Profile of Long-Term ELL Students 2
- Goal 2
- Findings 2

STUDY 4
- Examining the Longitudinal Progress of ELL Students and their Performance After Exiting from Bilingual/ESL Programs 2
- Goal 2
- Findings 2
  - Grade of Entry of ELLs 3
  - Years to Exit Bilingual/ESL Programs 3
  - Exit Rates by Type of Program 3
  - Types of Programs Serving ELLs by Home Language 4
  - Exit Rates by Home Language and Type of Program 4
  - Characteristics of Early-Exit and Late-Exit ELLs 4
  - Standardized Test Performance by Year of Program Exit 5
  - 1998 Standardized Test Performance by Type of Program 5
  - School Completion Outcomes 5
  - Conclusion 6

STUDY 5
- Demographic and Performance Profile of English Language Learners on the English Regents Examination in January 1999 (Part 1) 8
- Cohort English Regents Analysis Class of 2000 (Part 2) 8
- Goal 8
- Findings 8
- Conclusion 9

Table of Contents (Con't)

STUDY 3
Development of Student Profiles (To be Completed in Fall 2000) 9
Goal 9
Analytic Strategy 9
Timeline 9

STUDY 6
Profile of ELL Staff Characteristics (Feasibility Study Underway) 9
Goal 9
Analytic Strategy 9
Timeline 10

APPENDIX 1
Study 1: Number of Years of Service in Bilingual/ESL Programs 11

APPENDIX 2
Study 4: Examining the Longitudinal Progress of ELL Students and their Performance After Exiting From Bilingual/ESL Programs 49

APPENDIX 3
Study 5: (Part 1) Demographic and Performance Profile of English Language Learners on the English Regents Examination in January 1999 120

APPENDIX 4
Study 5: (Part 2) Cohort English Regents Analysis Class of 2000 131

Executive Summary

The Board of Education's Division of Assessment and Accountability (DAA) is conducting several research studies that are intended to inform decision-making related to meeting the instructional needs of English Language Learners (ELLs) more effectively. The studies are designed primarily to inform policy while adding to the research literature about the effectiveness of programs to develop English Language proficiency, thus ensuring the success of ELLs in the educational mainstream.

Three of the six research studies have been completed (Studies 1, 4, and 5), preliminary data are available for a fourth (Study 2), and two more are slated for completion in Fall, 2000 (Studies 3 and 6). The studies range from a snapshot of the number of years students have been served in bilingual/ English as a Second Language (ESL) programs (Study 1) to an analysis of the characteristics of students who have received bilingual/ESL services for several years (Study 2). Differentiating the characteristics of ELLs is further considered in Study 4 which examines the longitudinal progress of a cohort of ELLs, and tracks their performance after they exit from bilingual/ESL programs. ELL performance is examined at the high school level in Study 5 which presents a demographic and performance profile of ELLs who have taken the English Regents examination.

Two studies are pending, awaiting the availability of additional data. One (Study 3) will utilize survey and achievement data to examine the characteristics of ELLs. Among the profiles that will be considered are students who come to an English Language School System with little or no formal schooling (Students with Interrupted Schooling), those who receive Bilingual/ESL services for several years (Long-Term ELLs) and those ELLs who enter mainstream monolingual classes within three years (Early Exit ELLs). The final study (Study 6) will explore the characteristics of the teachers who serve ELLs in terms of years of experience and certification.

Several major conclusions have emerged from the findings of the studies completed to date. The studies are summarized in the Description of Research Studies section. Completed studies may be found in the appendices. The most significant findings and their implications are presented below:

- Although most districts showed relatively low percentages of ELLs who had been served for seven or more years, there was wide variation among them with some districts showing a substantial percentage of long-term ELLs in their populations. This finding has important implications for planning instruction in districts that show higher than average percentages of long-term ELLs (Study 1).

- Study 4 which examines the longitudinal progress of a cohort of ELLs and their performance after exiting from bilingual/ESL programs generated several interesting findings that have major implications for policy and planning.

Before presenting the findings, however, it is important to note that the study is not intended to provide an evaluative analysis of the effectiveness of different types of programs for ELLs. Specifically, inferential comparison of the relative efficacy of bilingual versus ESL programs is clearly beyond the limits of the study's methodology. No attempt has been made to control for differences in the academic or social needs or entering language proficiency levels of students served in different programs. Moreover, there are no data on the quality and level of program implementation. Accordingly, any differences in student performance between the programs are likely to be attributable to factors other than differences in their educational philosophies and methods.

With these factors in mind, however, Study 4 presents several significant descriptive findings, among them are the following:

- New York City's bilingual/ESL programs were especially effective for ELLs who entered the school system in kindergarten and grade 1, the grades of entry for the majority of ELLs. These students acquired proficiency in English relatively quickly and were highly successful later in the educational mainstream as measured by standardized test scores (Study 4).

- Relatively strong proficiency in both English and the home language (for Spanish speakers) contributed to the students' ability to meet the program exit criterion. However, large numbers of students who entered the school system with extremely low proficiency in English were also able to reach the program exit criterion within three years (Study 4).

- Conversely, students who entered with relatively low levels of proficiency in English as well as in their home language, and students who entered late in their school careers, i.e., grade 6 and grade 9, had more trouble meeting the exit criterion. Only one in seven grade 9 entrants reached the exit criterion before leaving high school (Study 4).

- Late-entry ELLs who did reach the program exit criterion were highly successful in completing high school. Although late-entrants who did not reach the exit criterion had lower graduation rates than those who did, still nearly three in five of the grade 9 entrants who remained in bilingual/ESL programs graduated (Study 4).

- ELLs who entered New York City middle schools as sixth graders were the least successful of the grade cohorts (Study 4).

- Consistency of programmatic approach (bilingual or ESL) appeared to be a particularly important determinant of program exit rates. That is, for each language group, cumulative exit rates were relatively high and parallel for students served exclusively in ESL and bilingual programs. The exit rates were substantially lower for students who received mixed services, i.e., alternating between bilingual and ESL from one year to the next (Study 4).

- Across all grade cohorts, more than one in three ELLs who failed to reach program exit criterion were designated as special education students. There is a need to learn more about these students and the relationships between their language needs and diagnosed educational disabilities (Study 4).

- Clearly, there are several important implications to these findings that lend themselves to the following recommendations:

1. Vigorous tracking and follow-up should be instituted for students receiving mixed services (i.e., alternating between bilingual and ESL from one year to the next) given the substantially lower exit rates reported for these students.

2. Careful examination and modification of programs, where appropriate, should be considered for bilingual/ESL programs designed for middle and high school students to ensure their greater academic success given the relatively low exit rates and academic performance reported for these students.

3. Additional work must be done to investigate the relationships between the language needs and diagnosed educational disabilities of special education students who fail to meet program exit criterion.

- In Study 5, more than seven times as many ELLs and three times as many English proficient students took the English Regents in January 1999 (ELLs=3,806, EP=48,556) as in January 1998 (ELLs=521, EP= 14,888); the increase in ELLs was 2.4 times that for English proficient students.

- Despite the large increase in the number of students taking the exam in January 1999, the percentage of students receiving graduation credit in English declined by only 1.5 percentage points (from 76.4 percent in Janaury 1998 to 74.9 percent in January 1999) for English proficient students and by 4.0 percentage points (from 40.1 percent to 36.1 percent) for ELLs (Study 5).

- There was a large decline in the percentage of ELLs receiving Regents credit (i.e., scoring 65 or higher) on the two tests, from 18.8 percent in January 1998 to 12.8 percent in January 1999 (Study 5).

- ELLs who scored between 65-100 on the English Regents had, on average, higher average scores (21st percentile) on the Language Assessment Battery, a test of English language proficiency, than did students who scored between 55-64 (16th percentile) or students who failed the exam (9th percentile) (Study 5).

- The major implication of Study 5 is that:

1. ELL students may require some accommodations such as extended time and/or expanded after-school and Saturday tutorials to meet the new Regents English requirements for graduation.

Description of Research Studies

Background

The research studies being conducted by the Division of Assessment and Accountability (DAA) are intended to inform decision-making related to meeting the instructional needs of English Language Learners (ELLs) more effectively. These studies use existing demographic and performance data to differentiate ELLs so that appropriate programs may be designed to best meet the needs of students with particular characteristics. Several of the studies are specifically intended to provide information to inform policy. In addition, Study 4, which examines the longitudinal progress of ELL students and their performance after exiting from Bilingual/ESL programs, adds to the research literature about the effectiveness of programs to develop English language proficiency, and ensuring the success of ELLs in the educational mainstream.

The research studies are a work in progress. Those already completed are summarized below. More complete information on each of these studies is appended.

Study 1: Number of Years of Service in Bilingual/ESL Programs (1997-98)

Goal: To disaggregate the number of years of bilingual and/or ESL program services for ELLs, overall by grade and by district for the purpose of instructional planning.

Findings: In 1997-98, 65.3 percent of ELLs were served in bilingual/ESL programs for three years or less, 25.8 percent for 4-6 years, and 10.7 percent for seven or more years. The number of years that students are served varies by grade and by district. A similar pattern of results was observed in the 1998-99 school year.

Conclusion: The data have important implications for bilingual/ESL program policy and planning. Although most districts showed relatively low percentages of ELLs who had been served for seven or more years, there was wide variation among them with some districts showing a substantial percentage of long-term ELLs in their populations. The dissaggregation of these data for the 1997-98 school year were provided to each superintendent so that they might better plan instructional programs for the ELLs in their districts.

Study 4 provides additional information to that reported here about the relationship between grade of entry and exit rates, and examines the characteristics of students who exited after 6-9 years, and those who never exited from bilingual/ESL programs.

Study 2: **Profile of long-term ELL Students**

Goal: To examine the similarities and differences among students who are defined as "long-term ELLs" (i.e., those receiving services for 7 or more years).

Findings: Several of the findings from Study 4 address the issue of "long-term ELLs" specifically the description of the *"Characteristics of Early-Exit And Late-Exit ELLs"* and the summary of *"School Completion Outcomes"* (See attached Study 4).

Study 4: **Examining the Longitudinal Progress of ELL Students and their Performance After Exiting from Bilingual/ESL Programs**

Goal: To update earlier findings for cohorts of students who entered kindergarten and grade 1 during fall 1990 and grades 2, 3, 6, and 9 in fall 1991. The study tracked the progress of these students in meeting the criterion for exiting bilingual/ESL programs, their achievement on standardized tests in reading and mathematics given in English, and their progress toward school completion.

Findings: This report presented the outcomes of a longitudinal study of ELLs who entered the New York City public schools in fall 1990 in kindergarten and first grade or in fall 1991 in grades 2, 3, 6, and 9. The study tracked the educational progress of these students for nine and eight years, respectively.

The New York City public school system identifies students as ELLs through a home language survey and a test of English language proficiency known as the LAB. Students who score at or below the 40th percentile on the LAB are entitled for bilingual/ESL programs. The same 40th percentile is used as the exit criterion for these programs.

The study documented the time it took cohort students to reach the bilingual/ESL program exit criterion, their performance on standardized tests of reading in English and mathematics after program exit, and, for the grades 6 and 9 cohorts, school completion rates. Outcome data were broken-down by type and consistency of bilingual/ESL program and home language.

The study did not employ the methodological or statistical controls necessary to address the issue of the relative efficacy of bilingual and ESL-only philosophies or instructional methods. Nevertheless, the study is a valid description of the educational progress demonstrated by cohorts of ELLs who entered these programs at the beginning of the 1990's. The key findings are summarized below.

Grade of Entry of ELLs

- Most (63.6 percent) of the 20,060 ELLs in the study entered the New York City public schools in kindergarten.
- The next most frequent grade of entry was grade 1 (2,488 students or 12.4 percent) followed by grade 9 (1,950 students or 9.7 percent).

Years to Exit Bilingual/ESL Programs

- There was a strong relationship between grade of entry and both annual and cumulative exit rates. The early-grade cohorts exited faster and in larger cumulative percentages than the higher-grade cohorts.
- 62 percent of the kindergarten cohort reached the program exit criterion in three years and 75.9 percent within six years.
- 51.5 percent of the grade 1 cohort exited within three years and 66.1 percent within six years.
- After four years of high school, 14.6 percent of the grade 9 cohort reached the exit criterion.

Exit Rates by Type of Program

- Exit rates were faster and higher for students served exclusively in ESL or bilingual programs as opposed to those who were served alternately in one or the other each year, i.e. the mixed service group.
- For the kindergarten cohort, three-year exit rates were 84 percent for ESL students, 73 percent for bilingual students, and 20.4 percent for the mixed group. Three-year exit rates were similar for the grade 1 cohort; 80 percent for ESL, 62 percent for bilingual, and 20 percent for the mixed service students.
- There was divergence in the patterns for the grades 2 and 3 cohorts with the cumulative exit rates for bilingual students falling below those for the ESL students and above those for the mixed group. For the grade 2 and 3 cohorts respectively, cumulative exit rates were 96.2 and 93.2 percent for ESL students, 78.8 and 81.1 percent for bilingual students, and 69.0 percent and 65.8 percent for the mixed service students.

Types of Programs Serving ELLs by Home Language

- With the exception of Spanish-speaking students in kindergarten and grade 1 and Haitian speakers in grade 1, most ELLs in the grades 1 and 2 cohorts were served exclusively in ESL programs.

- Among Spanish-speakers in both cohorts, more than half of ELLs were served in bilingual programs and more than 30 percent were served in mixed programs.

- The greater numbers of Spanish-speaking ELLs provided greater administrative opportunities for the creation of bilingual classes to serve them.

Exit Rates by Home Language and Type of Program

- The relationships between type of program and cumulative exit rate were similar, for the most part, across language groups. That is, for each language group, cumulative exit rates were relatively high and parallel for students served exclusively in ESL and bilingual programs. The exit rates were substantially lower for students who received mixed services, i.e. alternating between bilingual and ESL from one year to the next.

- Among Spanish- Haitian-speaking students, those served exclusively in ESL programs had slightly higher exit rates than those served exclusively in bilingual programs. This pattern was reversed for Chinese- and Russian-speakers with slightly higher exit rates for those served in bilingual than ESL programs.

- Among Korean speakers, the cumulative exit rate of the mixed group nearly caught up to those of the ESL and bilingual groups in the third year of service.

Characteristics of Early-Exit and Late-Exit ELLs

- There was a strong relationship between time of exit from bilingual/ESL program and proficiency in both English and the home language.

- Upon entry into the New York City public schools, 83.7 percent of students who never reached the exit criterion scored at the first percentile on the English LAB, compared to 79.2 percent of late-exit (i.e. 6– 9 years) students and 57.3 percent of early-exit (i.e. 1 – 3 years) students.

- For the early-exit group, 36 percent of entering Spanish-speakers scored above the 61st percentile on the Spanish LAB. Comparable percentages were 25.4 percent for the late-exit group and 20.3 percent for those who never exited.

- More than one-third of students who never exited the programs were identified as disabled and served in self-contained special

education classes as of June 1999. Comparable statistics were four percent for the early-exit group and six percent for all city students.

Standardized Test Performance by Year of Program Exit

- In general, students who exited bilingual/ESL programs within three years, i.e. in 1991 to 1994, outperformed the city overall on the citywide reading test administered in 1998. Those who exited after four years approached the performance of the city overall.

- Students who exited the programs within four years outperformed the city overall on the citywide mathematics test in 1998.

- Since the majority of students in the kindergarten and grades 1 and 2 cohorts exited the programs within three and four years, in general former ELLs performed well on standardized tests of reading and mathematics when they entered mainstream classes.

1998 Standardized Test Performance by Type of Program

- Students who exited ESL programs showed the same pattern of performance on the 1998 citywide reading test as did all former ELLs. That is, among those who exited in the first three years, the majority of students in the cohorts, outperformed the city overall. Those exiting after that showed lower levels of performance. The pattern of performance for students exiting bilingual programs was more variable. In many cases, students who exited bilingual programs relatively late, i.e. after six years, outperformed those who had exited these programs earlier as well as those who exited ESL programs at the same time. Although students exiting mixed programs generally scored high on the 1998 citywide reading test, these students showed relatively low cumulative exit rates.

- Students who exited all three types of programs did generally well on the 1998 citywide mathematics test.

School Completion Outcomes

- Students in the grades 6 and 9 cohorts who reached the program exit criterion showed relatively high graduation rates from high school. Conversely, these students showed relatively low dropout rates. The school completion rates of these students were better than those for New York City high school students overall.

- Those who did not reach the exit criterion showed low graduation rates and high dropout rates.

Conclusion: Within the stated limitations of the study, the overall conclusion that emerges from the findings is that New York City's bilingual/ESL programs have demonstrated substantial effectiveness in developing the English language proficiency of ELLs and ensuring their success in the educational mainstream. Deeper exploration of the findings reveals considerable variation in the relative success of these students and identifies subgroups of ELLs who require additional attention.

The major conclusions are as follows:

1. New York City's bilingual/ESL programs were especially effective for ELLs who entered the school system in kindergarten and grade 1, the grades of entry for the majority of ELLs. These students acquired proficiency in English relatively quickly and were highly successful later in the educational mainstream as measured by standardized test scores.

2. Relatively strong proficiency in both English and the home language (for Spanish speakers) contributed to the students' ability to meet the program exit criterion. However, large numbers of students who entered the school system with extremely low proficiency in English were also able to reach the program exit criterion within three years.

3. Conversely, students who enter within relatively low levels of proficiency in English as well as their home language, and students who entered late in their school careers, i.e. grade 6 and grade 9, had more trouble meeting the exit criterion. Only one in seven grade 9 entrants reached the exit criterion before leaving high school.

4. Late-entry ELLs who did reach the program exit criterion were highly successful in completing high school. Indeed, the graduation rates for ELLs who entered the New York City schools in grade 6 and grade 9 and achieved the bilingual/ESL program exit criterion were higher than the general student population. Although late-entrants who did not reach the exit criterion had lower graduation rates than those that did, still nearly three in five of the grade 9 entrants who remained in bilingual/ESL programs were graduated.

5. ELLs who entered New York City middle schools as sixth graders were the least successful of the grade cohorts. A far lower percentage of the middle school entrants reached the program exit criterion than did those that entered elementary school. Similarly, a far lower percentage of middle school entrants were graduated from high school than those who entered New York City schools as high school students in grade 9. Fifty-five percent of the grade 6 entrants never reached the program exit criterion after eight years in the school system, and only 24 percent of these students graduated high school with 45.7 percent dropping out.

6. Consistency of programmatic approach appeared to be a particularly important determinant of program exit rates. In fact, consistency of approach proved more important than the program's specific educational philosophy and methods. ELLs who were served consistently in either bilingual or ESL programs exited at faster and higher rates than those who were alternately served by one and the other program in successive years. These findings were true for all language groups. The study did not investigate the quality of program implementation in terms of the qualifications of staff, the appropriateness of educational materials, and the delivery of instruction. No doubt, these factors would have accounted for a substantial portion of the variance in student outcomes.

7. Across all grade cohorts, more than one in three ELLs who failed to reach the program exit criterion were special education students. There is a need to learn more about these students and the relationships between their language needs and diagnosed educational disabilities.

Although this study has provided a detailed picture of the effectiveness of New York City's bilingual/ESL programs in developing the English language proficiency and academic skills of ELLs who entered the schools at the beginning of the1990's, there are many issues that remain to be answered. Chief among these are: (1) the proper mix of instructional and support services that will ensure the educational success of those ELLs who fail to reach the exit criterion even after eight and nine years; and (2) educational strategies that will enhance the academic success of ELLs who enter New York City schools in the middle and high school grades. An effective strategy for addressing these issues is to identify replicable programs that have demonstrated success with these types of students. In doing so it is crucial to distinguish between causal and correlative effects. That is, programmatic aspects that have led to student success as opposed to those that are merely coincidental. In addition, the

identified effective factors must be adaptable for implementation elsewhere, rather than those that are unique to a situation or beyond the control of program administrators.

Study 5: **Demographic and Performance Profile of English Language Learners on the English Regents Examination in January 1999 (Part 1)**
Cohort English Regents Analysis Class of 2000 (Part 2)

Goal: To examine the characteristics of ELLs who passed the English Regents examination in January 1999.

Findings: There were several findings in this two-part study:

- More than seven times as many ELLs took the English Regents in January 1999 (3,806) as in January 1998 (521); the increase in ELLs was 2.4 times that for English proficient students.
- Despite the large increase in the number of students taking the exam in January 1999, the percentage of students receiving graduation credit in English declined by only 1.5 percentage points (from 76.4 percent in January 1998 to 74.9 percent in January 1999) for English proficient students and by 4.0 percentage points (from 40.1 percent to 36.1 percent) for ELLs.
- There was a large decline in the percentage of ELLs receiving Regents credit (i.,e., scoring 65 or higher) on the two tests (from 18.8 percent in January 1998 to 12.8 percent in January 1999.
- ELLs who were recent immigrants (18 percent) were more likely to pass (score between 65-100) on the English Regents in January 1999 than were ELLs who were not recent immigrants (11 percent).
- By language group, the January 1999 pass rates (scores from 55-100) were as follows: Russian, 51 percent; Chinese, 47 percent; and Spanish, 30 percent. Students from all other language groups combined achieved a pass rate of 40 percent.
- Students who had received three years or less service in a bilingual and/or ESL program (4 percent) were more likely to achieve passing scores (55-100) on the January 1999 English Regents than were students who had received four or more years of service (32 percent).
- The pass rates of students served in bilingual (33 percent) or ESL (35 percent) programs were comparable on the January 1999 English Regents.

- ELLs who scored between 65-100 on the English Regents had, on average, higher average scores (21st percentile) on the Language Assessment Battery, a test of English language proficiency, than did students who scored between 55-64 (16th percentile) or students who failed the exam (9th percentile).

Conclusion: Greater numbers of ELL students than ever before are taking the English Regents examination. Nevertheless, there are many ELLs who are in danger of not meeting the new graduation standards. Some differences in the characteristics of ELLs who passed the exam and those who failed were identified. This information is being used to modify instructional practices for ELLs.

Study 3: Development of Student Profiles (To be Completed in Fall 2000)

Goal: To develop profiles of the characteristics of different groups of ELL students

Analytic Strategy: Work with the Office of Bilingual Education and the Division of Management Information Services to develop a procedure for collecting information about prior schooling using the Automate the Schools (ATS) data system. Develop decision rules to categorize ELL students into three groups:

1. Students with little or no prior schooling (No Prior Schooling)
2. Students who are recent immigrants (Recent Immigrants)
3. Students who are native born and whose primary language is not English (Native Born Non-English-Speakers)

Present a profile of students by summarizing data elements including years of service, language group, type of program, progress in attaining English language proficiency, exit rates etc. for each of the three groups

Timeline: Collection of No Prior Schooling data on ATS is underway for the 1999-2000 school year. These data will be used to carry out this study which will be completed in Fall, 2000

Study 6: Profile of ELL Staff Characteristics (Feasibility Study Underway)

Goal: To determine the types of teachers required to teach ELL students now and in future years based on the characteristics of ELL students

Analytic: 1. Explore the feasibility of obtaining data on teacher

Strategy: licensing for current teachers in the system and matching these teacher data to student-level information

2. Explore strategies for obtaining projections of types of teachers needed based on information about the types of students currently in the system and on projections of the types of students who will be entering the system in the future

3. Conduct analysis of available information

Timeline: Feasibility of collecting and analyzing these data is presently being explored

Appendix 1

Study 1 Number of Years of Service in Bilingual/ESL Programs

NEW YORK CITY BOARD OF EDUCATION

ELL SUBCOMMITTEE STUDY 1

Number of Years of Service in Bilingual/ESL Programs

April 20, 1999

Years of Service for English Language Learners for 1997-98 Community School Districts and High Schools

	General Education		Special Education		Total	
Years of Service	*N*	*%*	*N*	*%*	*N*	*%*
0	797	*	696	3.3%	1,493	*
1	43,060	27.6%	1,935	9.3%	44,995	25.5%
2	32,963	21.1%	2,121	10.2%	35,084	19.8%
3	25,882	16.6%	2,568	12.3%	28,450	16.1%
4	18,372	11.8%	2,494	11.9%	20,866	11.8%
5	11,503	7.4%	2,416	11.6%	13,919	7.9%
6	8,865	5.7%	2,399	11.5%	11,264	6.4%
7+	14,417	9.2%	6,273	30.0%	20,690	11.7%
Total	155,859	99.4%	20,902	100.1%	176,761	99.2%

*An asterisk indicates less than one percent.

- Over two-thirds (65.3) percent of general education students and 35.1 percent of special education students (61.4 percent overall) were enrolled in bilingual/English as Second Language programs for three years or less in 1997-98.

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
Unknown	1051	4	0%	142	14%	136	13%	149	14%	133	13%	112	11%	112	11%	263	25%
K	19762	88	0%	19560	99%	114	1%										
1	16487	85	1%	4863	29%	10757	65%	775	5%	6	0%			1	0%		
2	15449	62	0%	2240	14%	3680	24%	8492	55%	968	6%	7	0%				
3	11108	45	0%	1935	17%	1670	15%	2108	19%	4614	42%	726	7%	10	0%		
4	10593	46	0%	1830	17%	1493	14%	1462	14%	1821	17%	3147	30%	778	7%	16	0%
5	9821	28	0%	1617	16%	1422	14%	1323	13%	1093	11%	1186	12%	2514	26%	638	6%
6	9258	33	0%	1715	19%	1424	15%	1331	14%	1096	12%	695	8%	958	10%	2006	22%
7	9443	37	0%	1831	19%	1465	16%	1454	15%	1163	12%	687	7%	589	6%	2217	23%
8	9797	45	0%	1965	20%	1598	16%	1491	15%	1281	13%	775	8%	581	6%	2061	21%
9	16897	163	1%	2943	17%	3191	19%	2566	15%	2104	12%	1440	9%	1157	7%	3333	20%
10	12942	94	1%	1381	11%	3230	25%	2233	17%	1858	14%	1199	9%	991	8%	1956	15%
11	8704	34	0%	791	9%	1802	21%	1629	19%	1430	16%	986	11%	766	9%	1266	15%
12	4547	33	1%	247	5%	981	22%	869	19%	805	18%	543	12%	408	9%	661	15%
TOTAL	155859	797	1%	43060	28%	32963	21%	25882	17%	18372	12%	11503	7%	8865	6%	14417	9%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
1	Unknown	1															1	100%
	K	160			159	99%	1	1%										
	1	169	10	6%	92	54%	63	37%	4	2%								
	2	202	10	5%	39	19%	105	52%	34	17%	14	7%						
	3	150	5	3%	24	16%	32	21%	36	24%	46	31%	7	5%				
	4	149	3	2%	25	17%	25	17%	30	20%	28	19%	30	20%	8	5%		
	5	156			18	12%	23	15%	15	10%	22	14%	38	24%	29	19%	11	7%
	6	206	2	1%	45	22%	47	23%	29	14%	22	11%	21	10%	15	7%	25	12%
	7	190	7	4%	37	19%	46	24%	30	16%	23	12%	9	5%	18	9%	20	11%
	8	253	3	1%	53	21%	52	21%	41	16%	35	14%	14	6%	11	4%	44	17%
	9	162	2	1%	38	23%	54	33%	20	12%	15	9%	9	6%	5	3%	19	12%
TOTAL		1798	42	2%	530	29%	448	25%	239	13%	205	11%	128	7%	86	5%	120	7%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
2	K	674	4	1%	641	95%	29	4%										
	1	415	2	0%	189	46%	215	52%	9	2%								
	2	373	1	0%	90	24%	125	34%	143	38%	13	3%	1	0%				
	3	326			103	32%	67	21%	61	19%	91	28%	4	1%				
	4	344	1	0%	117	34%	69	20%	46	13%	56	16%	50	15%	5	1%		
	5	356			90	25%	81	23%	53	15%	55	15%	28	8%	48	13%	1	0%
	6	344	2	1%	89	26%	58	17%	50	15%	68	20%	18	5%	19	6%	40	12%
	7	319			92	29%	55	17%	73	23%	44	14%	19	6%	11	3%	25	8%
	8	347	1	0%	110	32%	71	20%	44	13%	54	16%	13	4%	12	3%	42	12%
	9	8					1	13%	1	13%	1	13%			1	13%	4	50%
	10	3	1	33%	1	33%							1	33%				
	11	4					2	50%					1	25%			1	25%
	12	4	1	25%			2	50%					1	25%				
TOTAL		3517	13	0%	1522	43%	775	22%	480	14%	382	11%	136	4%	96	3%	113	3%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
3	K	303			298	98%	5	2%										
	1	255	5	2%	87	34%	148	58%	15	6%								
	2	239	4	2%	29	12%	94	39%	85	36%	26	11%	1	0%				
	3	204	1	0%	18	9%	29	14%	39	19%	97	48%	19	9%	1	0%		
	4	159	1	1%	17	11%	16	10%	29	18%	27	17%	46	29%	21	13%	2	1%
	5	133	1	1%	22	17%	11	8%	15	11%	12	9%	19	14%	40	30%	13	10%
	6	127	1	1%	17	13%	18	14%	14	11%	21	17%	10	8%	18	14%	28	22%
	7	147			16	11%	17	12%	19	13%	19	13%	15	10%	10	7%	51	35%
	8	104			16	15%	12	12%	13	13%	13	13%	7	7%	5	5%	38	37%
TOTAL		1671	13	1%	520	31%	350	21%	229	14%	215	13%	117	7%	95	6%	132	8%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
4	K	297	.	.	295	99%	2	1%	.	.	.	.	.	.	.	.	.	.
	1	290	1	0%	131	45%	148	51%	9	3%	1	0%	.	.	.	.	.	.
	2	270	5	2%	45	17%	63	23%	137	51%	20	7%	.	.	.	.	.	.
	3	211	.	.	36	17%	30	14%	43	20%	87	41%	15	7%	.	.	.	.
	4	161	.	.	24	15%	28	17%	18	11%	30	19%	51	32%	10	6%	.	.
	5	154	3	2%	19	12%	17	11%	22	14%	25	16%	19	12%	40	26%	9	6%
	6	126	.	.	16	13%	9	7%	15	12%	16	13%	15	12%	17	13%	38	30%
	7	149	2	1%	27	18%	10	7%	17	11%	14	9%	12	8%	21	14%	46	31%
	8	119	1	1%	14	12%	10	8%	24	20%	14	12%	11	9%	9	8%	36	30%
	9	51	.	.	3	6%	5	10%	11	22%	10	20%	4	8%	7	14%	11	22%
TOTAL		1828	12	1%	610	33%	322	18%	296	16%	217	12%	127	7%	104	6%	140	8%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
5	K	195			195	100												
	1	233	2	1%	60	26%	156	67%	14	6%	1	0%						
	2	236	2	1%	20	8%	48	20%	139	59%	27	11%						
	3	167			20	12%	15	9%	36	22%	73	44%	22	13%	1	1%		
	4	130			12	9%	15	12%	18	14%	31	24%	37	28%	17	13%		
	5	146			14	10%	16	11%	21	14%	12	8%	30	21%	38	26%	15	10%
	6	138	1	1%	18	13%	17	12%	12	9%	15	11%	15	11%	14	10%	46	33%
	7	123			10	8%	16	13%	19	15%	12	10%	15	12%	16	13%	35	28%
	8	131	1	1%	16	12%	28	21%	22	17%	14	11%	7	5%	12	9%	31	24%
TOTAL		1499	6	0%	365	24%	311	21%	281	19%	185	12%	126	8%	98	7%	127	8%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
6	K	1869	5	0%	1859	99%	5	0%										
	1	1824	2	0%	382	21%	1348	74%	90	5%	1	0%			1	0%		
	2	1773	2	0%	184	10%	360	20%	1069	60%	157	9%	1	0%				
	3	1146	1	0%	150	13%	167	15%	175	15%	549	48%	103	9%	1	0%		
	4	1087	2	0%	141	13%	163	15%	125	11%	179	16%	373	34%	100	9%	4	0%
	5	1044	1	0%	121	12%	127	12%	131	13%	123	12%	113	11%	306	29%	122	12%
	6	881	1	0%	96	11%	116	13%	119	14%	103	12%	81	9%	90	10%	275	31%
	7	915	1	0%	103	11%	125	14%	150	16%	102	11%	89	10%	58	6%	287	31%
	8	963	1	0%	114	12%	146	15%	164	17%	120	12%	77	8%	83	9%	258	27%
TOTAL		11502	16	0%	3150	27%	2557	22%	2023	18%	1334	12%	837	7%	639	6%	946	8%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
7	K	392	3	1%	387	99%	2	1%										
	1	436	2	0%	127	29%	257	59%	50	11%								
	2	401			46	11%	74	18%	221	55%	59	15%	1	0%				
	3	290			14	5%	29	10%	58	20%	139	48%	50	17%				
	4	297			26	9%	23	8%	34	11%	58	20%	104	35%	49	16%	3	1%
	5	231			24	10%	18	8%	24	10%	20	9%	27	12%	80	35%	38	16%
	6	232	1	0%	14	6%	14	6%	31	13%	20	9%	16	7%	40	17%	96	41%
	7	248	1	0%	20	8%	30	12%	30	12%	21	8%	21	8%	25	10%	100	40%
	8	233	1	0%	15	6%	20	9%	23	10%	23	10%	23	10%	20	9%	108	46%
	9	14			2	14%	3	21%	2	14%	2	14%	1	7%			4	29%
TOTAL		2774	8	0%	675	24%	470	17%	473	17%	342	12%	243	9%	214	8%	349	13%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
8	K	305	2	1%	302	99%	1	0%										
	1	372	2	1%	157	42%	193	52%	20	5%								
	2	354	2	1%	65	18%	88	25%	169	48%	30	8%						
	3	272	3	1%	42	15%	48	18%	59	22%	104	38%	16	6%				
	4	251	6	2%	33	13%	41	16%	37	15%	41	16%	69	27%	24	10%		
	5	227	3	1%	37	16%	29	13%	39	17%	26	11%	37	16%	48	21%	8	4%
	6	223	3	1%	30	13%	25	11%	29	13%	38	17%	16	7%	24	11%	58	26%
	7	242	1	0%	26	11%	30	12%	42	17%	27	11%	34	14%	19	8%	63	26%
	8	213			17	8%	20	9%	37	17%	29	14%	13	6%	21	10%	76	36%
	9	44			3	7%	5	11%	8	18%	6	14%	3	7%	7	16%	12	27%
TOTAL		2503	22	1%	712	28%	480	19%	440	18%	301	12%	188	8%	143	6%	217	9%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
9	Unknown	1	1	100														
	K	1106	5	0%	1097	99%	4	0%										
	1	1035	3	0%	243	23%	682	66%	106	10%	1	0%						
	2	956	1	0%	105	11%	210	22%	557	58%	82	9%	1	0%				
	3	771	5	1%	69	9%	81	11%	164	21%	355	46%	97	13%				
	4	700	3	0%	63	9%	60	9%	85	12%	136	19%	276	39%	76	11%	1	0%
	5	738			61	8%	57	8%	83	11%	72	10%	117	16%	254	34%	94	13%
	6	637	3	0%	44	7%	80	13%	85	13%	56	9%	54	8%	112	18%	203	32%
	7	641	2	0%	76	12%	81	13%	74	12%	67	10%	42	7%	52	8%	247	39%
	8	635	3	0%	59	9%	62	10%	104	16%	85	13%	64	10%	57	9%	201	32%
TOTAL		7220	26	0%	1817	25%	1317	18%	1258	17%	854	12%	651	9%	551	8%	746	10%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
10	K	1678	7	0%	1664	99%	7	0%										
	1	1624	6	0%	379	23%	1154	71%	85	5%								
	2	1656	3	0%	157	9%	344	21%	1054	64%	97	6%	1	0%				
	3	1314	2	0%	116	9%	170	13%	269	20%	686	52%	70	5%	1	0%		
	4	1177	7	1%	93	8%	132	11%	148	13%	216	18%	481	41%	98	8%	2	0%
	5	1109	1	0%	96	9%	104	9%	113	10%	108	10%	164	15%	451	41%	72	6%
	6	935	4	0%	108	12%	86	9%	126	13%	93	10%	90	10%	127	14%	301	32%
	7	889	1	0%	118	13%	96	11%	122	14%	94	11%	70	8%	69	8%	319	36%
	8	838	5	1%	96	11%	114	14%	106	13%	97	12%	74	9%	67	8%	279	33%
TOTAL		11220	36	0%	2827	25%	2207	20%	2023	18%	1391	12%	950	8%	813	7%	973	9%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
11	K	324	3	1%	319	98%	2	1%										
	1	327	2	1%	108	33%	189	58%	28	9%								
	2	314	1	0%	35	11%	73	23%	172	55%	33	11%						
	3	247	4	2%	34	14%	37	15%	55	22%	96	39%	21	9%				
	4	203	2	1%	37	18%	30	15%	24	12%	34	17%	48	24%	28	14%		
	5	171	2	1%	25	15%	31	18%	20	12%	15	9%	19	11%	46	27%	13	8%
	6	199	1	1%	45	23%	29	15%	24	12%	20	10%	15	8%	18	9%	47	24%
	7	192			33	17%	23	12%	30	16%	21	11%	18	9%	15	8%	52	27%
	8	193	2	1%	44	23%	25	13%	26	13%	26	13%	10	5%	10	5%	50	26%
TOTAL		2170	17	1%	680	31%	439	20%	379	17%	245	11%	131	6%	117	5%	162	7%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
12	K	487	1	0%	482	99%	4	1%										
	1	484			109	23%	358	74%	17	4%								
	2	505	1	0%	56	11%	145	29%	263	52%	40	8%						
	3	404	1	0%	41	10%	54	13%	83	21%	195	48%	28	7%	2	0%		
	4	416	1	0%	52	13%	36	9%	57	14%	71	17%	161	39%	36	9%	2	0%
	5	337	1	0%	32	9%	34	10%	27	8%	40	12%	44	13%	120	36%	39	12%
	6	306	2	1%	33	11%	30	10%	33	11%	38	12%	23	8%	51	17%	96	31%
	7	286	1	0%	26	9%	25	9%	35	12%	29	10%	19	7%	21	7%	130	45%
	8	248			33	13%	25	10%	32	13%	27	11%	26	10%	20	8%	85	34%
TOTAL		3473	8	0%	864	25%	711	20%	547	16%	440	13%	301	9%	250	7%	352	10%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
13	K	88			88	100												
	1	91			38	42%	52	57%	1	1%								
	2	103			24	23%	35	34%	38	37%	6	6%						
	3	66	1	2%	8	12%	6	9%	20	30%	26	39%	5	8%				
	4	76			11	14%	12	16%	7	9%	12	16%	24	32%	10	13%		
	5	62			9	15%	8	13%	7	11%	7	11%	7	11%	15	24%	9	15%
	6	59			10	17%	7	12%	5	8%	12	20%	2	3%	2	3%	21	36%
	7	41			9	22%	6	15%	5	12%	7	17%	1	2%	5	12%	8	20%
	8	51			10	20%	6	12%	13	25%	2	4%	2	4%	4	8%	14	27%
	9	2					1	50%	1	50%								
	10	3									2	67%					1	33%
TOTAL		642	1	0%	207	32%	133	21%	97	15%	74	12%	41	6%	36	6%	53	8%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
14	K	369	2	1%	365	99%	2	1%										
	1	385	1	0%	193	50%	174	45%	17	4%								
	2	350	3	1%	53	15%	97	28%	176	50%	21	6%						
	3	244			35	14%	46	19%	42	17%	99	41%	22	9%				
	4	251			38	15%	28	11%	42	17%	61	24%	59	24%	23	9%		
	5	228			37	16%	40	18%	41	18%	32	14%	28	12%	30	13%	20	9%
	6	210	2	1%	35	17%	25	12%	40	19%	29	14%	18	9%	18	9%	43	20%
	7	256	1	0%	48	19%	40	16%	33	13%	43	17%	18	7%	20	8%	53	21%
	8	278	1	0%	53	19%	48	17%	35	13%	51	18%	18	6%	17	6%	55	20%
	9	144	2	1%	18	13%	28	19%	23	16%	28	19%	14	10%	13	9%	18	13%
TOTAL		2715	12	0%	875	32%	528	19%	449	17%	364	13%	177	7%	121	4%	189	7%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
15	K	711	3	0%	703	99%	5	1%										
	1	535	2	0%	131	24%	377	70%	25	5%								
	2	510	5	1%	63	12%	123	24%	276	54%	42	8%	1	0%				
	3	364	1	0%	61	17%	63	17%	39	11%	182	50%	17	5%	1	0%		
	4	322			54	17%	44	14%	48	15%	47	15%	108	34%	21	7%		
	5	329	2	1%	49	15%	65	20%	41	12%	40	12%	38	12%	85	26%	9	3%
	6	247	1	0%	45	18%	41	17%	42	17%	26	11%	17	7%	26	11%	49	20%
	7	154			24	16%	19	12%	26	17%	22	14%	14	9%	9	6%	40	26%
	8	178			21	12%	30	17%	22	12%	30	17%	15	8%	12	7%	48	27%
	9	22			6	27%	3	14%			5	23%			2	9%	6	27%
TOTAL		3372	14	0%	1157	34%	770	23%	519	15%	394	12%	210	6%	156	5%	152	5%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
16	K	28			26	93%	2	7%										
	1	43	2	5%	13	30%	24	56%	4	9%								
	2	25	1	4%	8	32%	8	32%	7	28%	1	4%						
	3	27	2	7%	2	7%	7	26%	5	19%	7	26%	4	15%				
	4	27			1	4%	3	11%	5	19%	10	37%	6	22%	2	7%		
	5	20			6	30%					3	15%	4	20%	5	25%	2	10%
	6	21			3	14%	2	10%	3	14%	1	5%	1	5%	3	14%	8	38%
	7	7					4	57%			1	14%			1	14%	1	14%
	8	12			1	8%	2	17%	2	17%	1	8%	3	25%			3	25%
TOTAL		210	5	2%	60	29%	52	25%	26	12%	24	11%	18	9%	11	5%	14	7%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
17	K	275			275	100												
	1	265	1	0%	109	41%	151	57%	4	2%								
	2	275	2	1%	47	17%	83	30%	135	49%	8	3%						
	3	237	1	0%	31	13%	41	17%	63	27%	94	40%	6	3%	1	0%		
	4	225	1	0%	27	12%	25	11%	29	13%	45	20%	91	40%	6	3%	1	0%
	5	231	1	0%	33	14%	33	14%	36	16%	24	10%	33	14%	66	29%	5	2%
	6	215			33	15%	27	13%	36	17%	22	10%	18	8%	40	19%	39	18%
	7	233	1	0%	41	18%	24	10%	33	14%	28	12%	23	10%	23	10%	60	26%
	8	226			38	17%	39	17%	28	12%	29	13%	20	9%	17	8%	55	24%
TOTAL		2182	7	0%	634	29%	423	19%	364	17%	250	11%	191	9%	153	7%	160	7%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
18	K	107	1	1%	104	97%	2	2%										
	1	115	5	4%	33	29%	69	60%	8	7%								
	2	92			10	11%	12	13%	57	62%	13	14%						
	3	75	1	1%	12	16%	11	15%	14	19%	32	43%	5	7%				
	4	87			12	14%	13	15%	13	15%	13	15%	25	29%	11	13%		
	5	74			14	19%	6	8%	14	19%	16	22%	5	7%	13	18%	6	8%
	6	52			12	23%	6	12%	9	17%	8	15%	5	10%	3	6%	9	17%
	7	72	1	1%	17	24%	9	13%	11	15%	8	11%	2	3%	5	7%	19	26%
	8	73			13	18%	9	12%	21	29%	11	15%	4	5%	3	4%	12	16%
TOTAL		747	8	1%	227	30%	137	18%	147	20%	101	14%	46	6%	35	5%	46	6%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
19	K	479	12	3%	467	97%												
	1	471	2	0%	130	28%	310	66%	29	6%								
	2	515	2	0%	54	10%	110	21%	319	62%	30	6%						
	3	385	1	0%	36	9%	44	11%	70	18%	207	54%	26	7%	1	0%		
	4	331	3	1%	22	7%	21	6%	46	14%	71	21%	140	42%	28	8%		
	5	320			15	5%	39	12%	39	12%	43	13%	48	15%	115	36%	21	7%
	6	289			26	9%	28	10%	33	11%	37	13%	28	10%	45	16%	92	32%
	7	248	1	0%	28	11%	23	9%	32	13%	34	14%	17	7%	25	10%	88	35%
	8	268	4	1%	28	10%	27	10%	31	12%	34	13%	27	10%	23	9%	94	35%
TOTAL		3306	25	1%	806	24%	602	18%	599	18%	456	14%	286	9%	237	7%	295	9%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
20	K	1405	3	0%	1400	100	2	0%										
	1	985	3	0%	269	27%	681	69%	32	3%								
	2	829	1	0%	138	17%	187	23%	466	56%	37	4%						
	3	524	1	0%	162	31%	91	17%	82	16%	174	33%	14	3%				
	4	499	2	0%	149	30%	103	21%	50	10%	50	10%	116	23%	29	6%		
	5	443	3	1%	131	30%	89	20%	63	14%	45	10%	27	6%	70	16%	15	3%
	6	549	2	0%	159	29%	114	21%	65	12%	50	9%	29	5%	45	8%	85	15%
	7	622	3	0%	160	26%	140	23%	83	13%	90	14%	30	5%	31	5%	85	14%
	8	711	2	0%	218	31%	150	21%	111	16%	88	12%	45	6%	19	3%	78	11%
TOTAL		6567	20	0%	2786	42%	1557	24%	952	14%	534	8%	261	4%	194	3%	263	4%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
21	K	673			672	100	1	0%										
	1	491			130	26%	340	69%	21	4%								
	2	433			100	23%	101	23%	219	51%	13	3%						
	3	268	1	0%	97	36%	54	20%	34	13%	73	27%	9	3%				
	4	295			92	31%	74	25%	45	15%	33	11%	43	15%	8	3%		
	5	264			96	36%	62	23%	43	16%	15	6%	19	7%	25	9%	4	2%
	6	323	1	0%	116	36%	93	29%	50	15%	22	7%	14	4%	4	1%	23	7%
	7	377	2	1%	134	36%	96	25%	65	17%	38	10%	11	3%	12	3%	19	5%
	8	331	1	0%	108	33%	78	24%	70	21%	39	12%	12	4%	10	3%	13	4%
TOTAL		3455	5	0%	1545	45%	899	26%	547	16%	233	7%	108	3%	59	2%	59	2%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
22	K	625	3	0%	621	99%	1	0%										
	1	399	2	1%	118	30%	269	67%	10	3%								
	2	392			70	18%	104	27%	204	52%	14	4%						
	3	265			66	25%	54	20%	39	15%	92	35%	14	5%				
	4	283	1	0%	63	22%	54	19%	40	14%	52	18%	54	19%	19	7%		
	5	245			61	25%	56	23%	33	13%	23	9%	20	8%	44	18%	8	3%
	6	195	1	1%	52	27%	33	17%	29	15%	29	15%	21	11%	8	4%	22	11%
	7	182	1	1%	59	32%	32	18%	27	15%	29	16%	14	8%	5	3%	15	8%
	8	222	2	1%	60	27%	37	17%	36	16%	36	16%	14	6%	8	4%	29	13%
TOTAL		2808	10	0%	1170	42%	640	23%	418	15%	275	10%	137	5%	84	3%	74	3%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
23	K	65	1	2%	64	98%												
	1	85	2	2%	41	48%	32	38%	10	12%								
	2	90			9	10%	28	31%	47	52%	6	7%						
	3	92			11	12%	15	16%	20	22%	38	41%	8	9%				
	4	70			4	6%	9	13%	12	17%	18	26%	23	33%	4	6%		
	5	60	1	2%	7	12%	3	5%	5	8%	7	12%	15	25%	18	30%	4	7%
	6	42			6	14%	9	21%	2	5%	9	21%	4	10%	1	2%	11	26%
	7	50			7	14%	12	24%	7	14%	3	6%	4	8%	6	12%	11	22%
	8	37	3	8%	4	11%	6	16%	1	3%	4	11%	6	16%	5	14%	8	22%
	9	1															1	100%
TOTAL		592	7	1%	153	26%	114	19%	104	18%	85	14%	60	10%	34	6%	35	6%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
24	K	2012	9	0%	1990	99%	13	1%										
	1	1236	3	0%	377	31%	827	67%	28	2%	1	0%						
	2	1109	3	0%	222	20%	233	21%	618	56%	33	3%						
	3	832	2	0%	211	25%	122	15%	170	20%	291	35%	36	4%				
	4	822	2	0%	217	26%	118	14%	145	18%	128	16%	175	21%	37	5%		
	5	751	1	0%	155	21%	119	16%	151	20%	75	10%	74	10%	152	20%	24	3%
	6	715			180	25%	108	15%	134	19%	110	15%	46	6%	48	7%	89	12%
	7	828	2	0%	192	23%	149	18%	140	17%	114	14%	63	8%	36	4%	132	16%
	8	931	3	0%	234	25%	154	17%	159	17%	108	12%	87	9%	47	5%	139	15%
TOTAL		9236	25	0%	3778	41%	1843	20%	1545	17%	860	9%	481	5%	320	3%	384	4%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
25	K	958			958	100												
	1	636	1	0%	216	34%	404	64%	14	2%	1	0%						
	2	525			118	22%	117	22%	268	51%	22	4%						
	3	292			100	34%	69	24%	49	17%	67	23%	7	2%				
	4	320			106	33%	66	21%	49	15%	45	14%	49	15%	4	1%	1	0%
	5	280			100	36%	59	21%	46	16%	30	11%	20	7%	20	7%	5	2%
	6	330			123	37%	76	23%	54	16%	34	10%	14	4%	17	5%	12	4%
	7	326	1	0%	129	40%	66	20%	61	19%	39	12%	10	3%	3	1%	17	5%
	8	359			121	34%	95	26%	62	17%	45	13%	23	6%	7	2%	6	2%
	9	286			58	20%	54	19%	87	30%	53	19%	8	3%	13	5%	13	5%
TOTAL		4312	2	0%	2029	47%	1006	23%	690	16%	336	8%	131	3%	64	1%	54	1%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
26	K	371	1	0%	363	98%	7	2%										
	1	201			53	26%	135	67%	13	6%								
	2	161			32	20%	31	19%	92	57%	6	4%						
	3	76	1	1%	33	43%	17	22%	8	11%	13	17%	4	5%				
	4	68	1	1%	27	40%	15	22%	9	13%	4	6%	10	15%	2	3%		
	5	77	1	1%	38	49%	19	25%	8	10%	4	5%	2	3%	4	5%	1	1%
	6	70			33	47%	19	27%	11	16%	2	3%	1	1%	1	1%	3	4%
	7	115			36	31%	30	26%	24	21%	14	12%	4	3%	1	1%	6	5%
	8	128	2	2%	34	27%	37	29%	24	19%	11	9%	6	5%	9	7%	5	4%
	9	79			22	28%	25	32%	16	20%	9	11%	1	1%			6	8%
TOTAL		1346	6	0%	671	50%	335	25%	205	15%	63	5%	28	2%	17	1%	21	2%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
27	K	543	7	1%	533	98%	3	1%										
	1	436	7	2%	127	29%	294	67%	8	2%								
	2	416	3	1%	53	13%	111	27%	235	56%	14	3%						
	3	332	3	1%	66	20%	50	15%	75	23%	125	38%	12	4%	1	0%		
	4	270	2	1%	43	16%	35	13%	41	15%	47	17%	90	33%	12	4%		
	5	282			49	17%	38	13%	45	16%	22	8%	31	11%	87	31%	10	4%
	6	255	2	1%	40	16%	42	16%	46	18%	26	10%	17	7%	33	13%	49	19%
	7	258	2	1%	59	23%	33	13%	44	17%	26	10%	13	5%	16	6%	65	25%
	8	235	3	1%	42	18%	53	23%	38	16%	39	17%	15	6%	10	4%	35	15%
TOTAL		3027	29	1%	1012	33%	659	22%	532	18%	299	10%	178	6%	159	5%	159	5%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
28	K	594	3	1%	588	99%	3	1%										
	1	433	3	1%	123	28%	293	68%	14	3%								
	2	423	3	1%	78	18%	112	26%	223	53%	7	2%						
	3	315	2	1%	71	23%	47	15%	75	24%	106	34%	14	4%				
	4	314	3	1%	59	19%	58	18%	47	15%	52	17%	82	26%	13	4%		
	5	325			53	16%	62	19%	47	14%	47	14%	41	13%	61	19%	14	4%
	6	273	1	0%	60	22%	72	26%	42	15%	33	12%	15	5%	19	7%	31	11%
	7	230	1	0%	62	27%	48	21%	38	17%	35	15%	14	6%	5	2%	27	12%
	8	263			71	27%	60	23%	44	17%	27	10%	25	10%	11	4%	25	10%
	9	148			22	15%	34	23%	42	28%	26	18%	14	9%	7	5%	3	2%
TOTAL		3318	16	0%	1187	36%	789	24%	572	17%	333	10%	205	6%	116	3%	100	3%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
29	K	288	9	3%	279	97%												
	1	251	3	1%	79	31%	150	60%	19	8%								
	2	248			41	17%	57	23%	137	55%	13	5%						
	3	133	2	2%	30	23%	12	9%	33	25%	46	35%	10	8%				
	4	142	4	3%	31	22%	17	12%	18	13%	29	20%	30	21%	13	9%		
	5	147	2	1%	36	24%	16	11%	22	15%	21	14%	19	13%	24	16%	7	5%
	6	127	2	2%	37	29%	23	18%	16	13%	18	14%	7	6%	9	7%	15	12%
	7	124	1	1%	41	33%	17	14%	26	21%	15	12%	10	8%	1	1%	13	10%
	8	123			31	25%	19	15%	16	13%	17	14%	14	11%	5	4%	21	17%
TOTAL		1583	23	1%	605	38%	311	20%	287	18%	159	10%	90	6%	52	3%	56	4%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
30	K	1533	2	0%	1527	100	4	0%										
	1	1130	1	0%	339	30%	736	65%	54	5%								
	2	879	4	0%	160	18%	192	22%	483	55%	40	5%						
	3	532			156	29%	93	17%	78	15%	178	33%	27	5%				
	4	519	1	0%	137	26%	106	20%	78	15%	69	13%	107	21%	21	4%		
	5	431			119	28%	96	22%	61	14%	48	11%	35	8%	62	14%	10	2%
	6	504			137	27%	112	22%	92	18%	61	12%	33	7%	26	5%	43	9%
	7	535			139	26%	110	21%	95	18%	87	16%	37	7%	16	3%	51	10%
	8	634	1	0%	212	33%	110	17%	79	12%	105	17%	49	8%	24	4%	54	9%
TOTAL		6697	9	0%	2926	44%	1559	23%	1020	15%	588	9%	288	4%	149	2%	158	2%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
31	K	297	1	0%	289	97%	7	2%										
	1	210	2	1%	64	30%	136	65%	8	4%								
	2	197	2	1%	29	15%	43	22%	109	55%	14	7%						
	3	107			31	29%	18	17%	24	22%	30	28%	4	4%				
	4	131			40	31%	18	14%	16	12%	14	11%	37	28%	6	5%		
	5	103	3	3%	19	18%	20	19%	18	17%	14	14%	8	8%	14	14%	7	7%
	6	73			18	25%	17	23%	17	23%	4	5%	3	4%	3	4%	11	15%
	7	89	3	3%	23	26%	18	20%	16	18%	10	11%	9	10%	3	3%	7	8%
	8	106	2	2%	35	33%	22	21%	18	17%	8	8%	8	8%	4	4%	9	8%
	9	1							1	100								
TOTAL		1314	13	1%	548	42%	299	23%	227	17%	94	7%	69	5%	30	2%	34	3%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
... GENERAL EDUCATION ...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
32	K	390	1	0%	389	100												
	1	388	4	1%	137	35%	241	62%	6	2%								
	2	364	1	0%	40	11%	105	29%	201	55%	17	5%						
	3	258	2	1%	29	11%	31	12%	69	27%	110	43%	17	7%				
	4	291			36	12%	24	8%	47	16%	80	27%	90	31%	14	5%		
	5	245	2	1%	23	9%	24	10%	31	13%	35	14%	39	16%	81	33%	10	4%
	6	148			13	9%	18	12%	17	11%	21	14%	14	9%	28	19%	37	25%
	7	159	1	1%	15	9%	14	9%	22	14%	29	18%	10	6%	9	6%	59	37%
	8	162	1	1%	19	12%	22	14%	24	15%	27	17%	21	13%	8	5%	40	25%
TOTAL		2405	12	0%	701	29%	479	20%	417	17%	319	13%	191	8%	140	6%	146	6%

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BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
33	1	2	2	100														
	2	3			3	100												
	3	7	1	14%	6	86%												
	4	2			2	100												
	5	1			1	100												
	6	13			1	8%	2	15%	3	23%	2	15%			1	8%	4	31%
	7	3					1	33%									2	67%
	8	2			1	50%			1	50%								
TOTAL		33	3	9%	14	42%	3	9%	4	12%	2	6%			1	3%	6	18%

BESIS 1997-98 YEARS OF SERVICE BY GRADE
...GENERAL EDUCATION...

DISTRICT	GRADE	TOTAL	#0YRS	0YRS	#1YRS	1YRS	#2YRS	2YRS	#3YRS	3YRS	#4YRS	4YRS	#5YRS	5YRS	#6YRS	6YRS	#7+YRS	7+YRS
85	K	158			158	100												
	1	233	2	1%	79	34%	149	64%	3	1%								
	2	229			16	7%	61	27%	139	61%	13	6%						
	3	173	1	1%	14	8%	19	11%	21	12%	106	61%	12	7%				
	4	171			19	11%	12	7%	23	13%	32	19%	62	36%	23	13%		
	5	94			5	5%	19	20%	7	7%	12	13%	17	18%	22	23%	12	13%
	6	188			21	11%	17	9%	17	9%	30	16%	14	7%	32	17%	57	30%
	7	181			21	12%	19	10%	20	11%	18	10%	19	10%	21	12%	63	35%
	8	175	2	1%	23	13%	9	5%	17	10%	31	18%	17	10%	11	6%	65	37%
TOTAL		1602	5	0%	356	22%	305	19%	247	15%	242	15%	141	9%	109	7%	197	12%

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Appendix 2

Study 4 Examining the Longitudinal Progress of ELL Students and Their Performance After Exiting From Bilingual/ESL Programs

NEW YORK CITY BOARD OF EDUCATION

ELL SUBCOMMITTEE
Study 4 - UPDATED

Examining the Longitudinal Progress of ELL Students and Their Performance After Exiting From Bilingual/ESL Programs

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INTRODUCTION

This is the second report of a longitudinal study of the educational progress of students who entered the New York City public schools system as non-native speakers of English with limited proficiency in the English language. These students, currently identified as English language learners (ELL), were served in bilingual or English-as-a-second-language (ESL) programs until they achieved a designated level of English language proficiency. The study focused on cohorts of students who entered kindergarten and grade 1 during fall 1990 and grades 2, 3, 6 and 9 in fall 1991. The study tracked the progress of these students in meeting the criterion for exiting bilingual/ESL programs, their achievement on standardized tests in reading and mathematics given in English, and their progress toward school completion.

A preliminary report on the study was released in October 1994, four years after the kindergarten and first grade cohorts had entered New York City public schools and three years after entry for the second, third, sixth and ninth grade cohorts. The report focused primarily on the length of time it took ELLs to test out of bilingual/ESL program entitlement.

The present report provides an update of findings through June 1999, representing nine years of study for the kindergarten and first grade cohorts and eight years of study for the other grade cohorts. The report presents the bilingual/ESL program exit rates for the each grade cohort during the study period, the standardized reading and mathematics test scores of cohort students tested in spring 1998, and the percentage of the grade 6 and 9 cohorts who had graduated and dropped out of school. Data are broken-down by type of program, i.e. bilingual, ESL-only, or mixed, and home language.

BACKGROUND

Each September many new students enter the New York City public schools with little functional knowledge of English as a spoken or written language, and with a background of a non-English language spoken in the home. Although these English language learners (ELLs) may be admitted at any grade level from kindergarten through the late high school years, their greatest numbers are admitted to kindergarten and grade 1.

Since 1989, the eligibility of these students for bilingual or English-as-a-second-language (ESL) programs has been contingent on their scoring at or below the 40th percentile on the Language Assessment Battery, or LAB, a standardized test of English proficiency. The LAB was renormed for kindergarten and grade 1 in 1990, and for grades 2 and above in 1991. Whether a particular

student is assigned to an ESL or a bilingual class depends in part on the availability of a bilingual program in the child's school; there may be none, for example, if there are insufficient ELL-eligible students with the same home language in or near the student's grade. In addition, a student's parents may override the school's recommendation of a bilingual program in favor of an ESL-only program.

It should be mentioned that all ESL programs referred to in this report are properly termed "ESL-only" programs. However, all bilingual programs are designed to have an ESL component included along with instruction in the students' native language. Thus all students in ELL-entitled programs receive some training in English as a second language, but students in bilingual classes receive a significant part of their instruction in their primary language.

Once ELL-entitled students enter ESL-only or bilingual classes, their progress toward acquiring English-language proficiency is assessed each spring with a re-administration of the LAB. Those who score at or above the 41st percentile on the LAB have exceeded the entitlement cutoff and are described as having tested out of their ELL entitlement program. Normally they then transfer to regular monolingual-English classes.

METHODOLOGY

The study employed a longitudinal analysis of data on the educational progress of ELL-entitled, first-time entrants to the New York City public schools. Six cohorts of students were followed--students who entered kindergarten or grade1 in fall 1990 or grades 2, 3, 6, or 9 in the fall of 1991. The reason for using two separate entry dates was to be able to make use of the revised LAB norms, which were available in 1990 for kindergarten and first grade, but not until the next year for grades 2 and above. The particular four grades sampled for the second entry date were selected for the study to simplify the research design by choosing significant points in the developmental continuum. In addition, all four levels of the LAB test would be represented in the data.[1]

The databases for these two cohorts were developed from the Office of Student Information Services' "biofile" tape. The first database included all general education and resource room students who were admitted for the first time in kindergarten or grade 1 in the fall 1990 semester. The second database included all general education and resource room students who were admitted for the first time to a New York City public school in grade 2, 3, 6, or 9 in fall 1991 semester.

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[1] Level I of the LAB is administered to students in kindergarten through grade 2, Level II in grades 3-5, Level III in grades 6-8, and Level IV in grades 9-12.

The final ELL-Entitled cohorts used for this study were obtained by merging the two citywide databases described above with information from the Bilingual Education Student Information Survey (BESIS) data base, then selecting a subset of these groups. The subset of interest consisted of members of the databases who had a non-English home language, and whose BESIS record indicated that the students scored at or below the 40th percentile on the LAB test taken in the fall semester when they entered the New York City public school system.[2] Students who transferred out of the New York City public schools, and did not re-enter within the span of the study, were also deleted from the cohorts.

LAB data used to determine ELL eligibility each spring were obtained from the Office of Student Information Services' Test History File. Data relating to program enrollment and ELL entitlement were collected through June 1999, and were merged with the databases for the cohorts. Thus this report follows the 1990 entrants for nine school years, and the 1991 entrants for eight school years.

LIMITATIONS

This is a descriptive study of the educational progress of cohorts of ELLs who entered New York City public schools at various grades in fall 1990 and fall 1991. The study uses a longitudinal methodology that tracks the individual students across eight and nine years in the school and system describing their bilingual/ESL program exit rates, achievement on standardized tests of reading and mathematics and, for the grades 6 and 9 cohorts, their graduation and dropout rates. The report also presents outcome data separately by type of program and language of the home. The study is not intended to provide an evaluative analysis of the effectiveness of different types of programs for ELLs. Specifically, inferential comparison of the relative efficacy of bilingual versus ESL programs is clearly beyond the limits of the study's methodology. No attempt has been made to control for differences in the academic or social needs or entering language proficiency levels of students served in different programs. Moreover, there are no data on the quality and level of program implementation.

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[2] By regulation, all ELLS are entitled to service in an ESL or bilingual program. Program assignment depends in part on the number of ELL-eligible students at a given school. If a school in a community school district has a total of 15 or more students in the same grade, or in two contiguous grades, who have the same home language, then a bilingual program must be provided by that school. On the high school level, 20 students in the same grade with the same home language would mandate a bilingual program. Students enter an ESL-only program if a bilingual program is not provided in their language or if they opt for ESL-only program despite the availability of a bilingual program.

Accordingly, any differences in student performance between programs are likely to be attributable to factors other than differences in their educational philosophies and methods.

THE COHORTS

Table 1 describes the cohorts of students that the study followed. The cohorts were comprised of all students who entered in the New York City public schools as ELLs in the designated grades and years. These numbers appear in the column labeled Beginning Cohort. The Study Cohort excludes all students from the Beginning Cohort who were discharged from the school system as transfers to other school systems or out of the country before they had exited the bilingual/ESL program. The column labeled June 1999 Grade indicates the students' grade level as of that date provided that they were promoted each year. This is included to provide a frame of reference for interpreting the data. However, it should be noted that many of these students have been held over in a grade and, therefore, would have been at a lower grade level in June 1999.

Table 1 shows that most ELLs enter the New York City public schools in kindergarten. Of the 20,060 students across the cohorts, 12,748 (63.6 percent) entered in kindergarten[3]. After removing students who were discharged, kindergarten students comprised 66.9 percent of the 16,476 students in the study. The numbers drop off sharply in grade 2 and continue to decline until grade 9, with 1,950 students entering the cohort.

FINDINGS

Years to Exit Bilingual/ESL Programs

Figures 1 – 6 show the exit rates of students in each of the grade cohorts. The bars show the percentage of students reaching the exit criterion in each of the nine years of study for the kindergarten and grade 1 cohorts and the eight years of study for the others. The lines plot the cumulative percentages of students reaching the exit criterion up to and including each designated year.

Taken together, the data shown in these graphs demonstrate a strong relationship between grade of entry and both the time required to reach the exit criterion and the cumulative percentage of students who eventually test out of bilingual/ESL programs. The majority of ELL students who entered the New York City public schools between kindergarten and grade 3 tested out within three to five years. Less than half of the students who entered in grade 6 exited after six

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[3] Since the PK/K cohort included only small numbers of pre-kindergarten students, this cohort is referred to as the kindergarten cohort throughout the report.

Breakdown of the Study Cohort

Starting Grade	June 1999 Grade	Beginning Cohort	Discharges	Study Cohort
PK/K Fall '90	8	12,748	1,733	11,015
G1 Fall '90	9	2,488	531	1,957
G2 Fall '91	9	1,004	250	754
G3 Fall '91	10	951	250	701
G6 Fall '91	HS - 5 years	919	263	656
G9 Fall '91	NA*	1,950	557	1,393

* Would have completed 7 years of high school in June 1998

Table 1

years and less than 15 percent of students who entered in grade 9 exited during high school.

The line graph for kindergarten shows a steep slope for the first three years which levels off thereafter. (See Figure 1.) This indicates that relatively large percentages of kindergarten students reached the exit criterion in the first three years in bilingual/ESL programs. Cumulatively, 62 percent exited within three years and 75.9 percent within six years. The largest percentage, 28.3 percent, exited after one year. A residual group of kindergarten cohort students, 17.5 percent, were yet to reach the exit criterion after nine years. In considering the implications of these data, it is important to remember that kindergarten students comprised 66.9 percent of the study cohort. Thus, the highest exit rates were observed for the cohort that comprised two-thirds of all entering ELLs in the study.

The line graph in Figure 2 for the grade 1 cohort shows a steeper segment in the first two years than that for kindergarten with a more gradual leveling off in years three through nine. The steep two-year slope indicates that a large percentage (42.3 percent) of the grade 1 students reached the criterion in the first two years, with 51.5 percent exiting within three years and 66.1 percent exiting within five years. After nine years, 22.6 percent had not tested out of bilingual/ESL programs.

Figure 3 for the grade 2 cohort shows relatively equal and substantial percentages of students testing out over the first four years for a cumulative 59.2 percent by the fourth year. Exit rates for the grade 3 cohort accelerate over the first three years from 5.7 percent in year 1 (1992) to 18.7 percent in year 3, with cumulative exit rates of 38.4 percent after three years, and 64.2 percent after six years. (See Figure 4.) After eight years, 23.7 percent of the grade 2 students and 28.4 percent of the grade 3 students were yet to exit.

The relatively gradual slope of the line graph for the grade 6 cohort and the flat graph for the grade 9 cohort indicate that the annual and cumulative exit rates for these students are low. (See Figures 5 and 6.) In interpreting these data, it is inportant to remember that most of the sixth graders would have completed four years of high school by 1998 and most of the ninth graders would have done so by 1995. By 1998, after seven years in bilingual/ESL programs, 44.9 percent of the grade 6 cohort had reached the exit criterion. By 1995, after four years high school, 14.6 percent of the grade 9 cohort had exited.

Exit Rates by Type of Program

Figures 7 - 10 display exit rate data for the kindergarten and grades 1 – 3 cohorts broken-down by the types of bilingual/ESL programs in which ELLs were served. The numbers of students in each program type for the grade 6 and 9 cohorts were insufficient for this analysis. Annual exit rates are displayed in

table format at the bottom of the figures and the cumulative exit rates are plotted as line graphs. There are three types of program categories. The first are bilingual programs in which students are taught content area subjects in their home language, develop English proficiency through ESL instructional methods, and strengthen their home language skills through native language instruction. Next are ESL-only programs in which students are taught all subjects in English through ESL methods. Students in these first two categories were served exclusively in their respective programs all the time that they were designated ELLs. A third are mixed programs where students have alternated between bilingual and ESL programs from year to year. Mixed program histories usually result from administrative exigencies, such as having insufficient numbers of students to form bilingual classes one year but not the next.

As shown in Figure 7, the cumulative line graphs for kindergarten students served exclusively in bilingual or ESL programs are parallel and close in level. Both differ widely from the graph for mixed programs. Large percentages of kindergarten students in both the ESL and bilingual program groups exited the programs within the first three years; three-year exit rates were 84 percent for the ESL group and 73 percent for the bilingual group. By contrast, the three-year exit rate for the mixed group was 20.4 percent. While the exit rates of the ESL and bilingual groups gradually leveled off after three years, the exit rate accelerated for the mixed group. The cumulative exit rates after six years (1996) were 94 percent for ESL, 86.5 percent for bilingual and 46.5 percent for mixed. After nine years, 2.9 percent of the ESL group and 9.3 percent of the bilingual group had not reached the exit criterion, compared to 33.8 percent of the mixed group.

The trends for the grade 1 cohort presented in Figure 8 are similar to those for kindergarten with the line graphs for the ESL and bilingual groups closely tracking one another and diverging sharply from that for the mixed group. The cumulative exit rates were as follows: after three years, 79.8 percent for ESL, 62.1 percent for bilingual and 20.3 percent for mixed; and after five years, 91.9 percent for ESL, 79.4 percent for bilingual and 32.9 percent for mixed. After nine years, 2.4 percent of the ESL group and 12.2 percent of the bilingual group had not reached the exit criterion, compared to 39 percent of the mixed group.

There is divergence in the exit rate patterns for the bilingual and ESL groups in the grades 2 and 3 cohorts, with the line graph for the bilingual group tracking between the relatively high exit rates for the ESL group and the relatively low exit rates of the mixed group. (See Figures 9 and 10.) After five years (1996), the cumulative exit rates were as follows: for the grade 2 cohort, 91.4 percent for ESL, 67.2 percent for bilingual and 44.6 percent for mixed; for grade 3, the rates were 85 percent for ESL, 64.1 percent for bilingual and 28.8 percent for grade 3.

Types of Programs Serving ELLs by Home Language

All ELLs are entitled to be served in a bilingual program unless their parents choose otherwise or it is not administratively possible to do so. ESL programs are offered at parental option, if too few students close in age and with the same home language are available to form a class, or in the absence of a qualified bilingual teacher. The numbers of students in each language group is a key factor in determining program offerings.

Figures 11 and 12 display the percentages of students in the six most prevalent language groups and all others combined who were in the three program types for the kindergarten and grade 1 cohorts, respectively. With the exception of Spanish-speaking students in kindergarten and grade 1 and Haitian speakers in grade 1, most ELLs were served exclusively in ESL programs for both cohorts. Conversely, more than half of the Spanish-speakers were served exclusively in bilingual programs. Nearly 30 percent of the kindergarten and about one-third of the grade1 Spanish-speaking students were in the mixed group, the group that showed relatively low exit rates reported above. Less than 15 percent of the Spanish-speaking students in both cohorts were served exclusively in ESL programs.

High percentages of Haitian –speakers were in the mixed group for both cohorts, 31.2 percent for kindergarten and 54.2 percent for grade 1. Although 24.8 percent of the Russian-speakers in kindergarten were in bilingual programs, the percentage dropped to 5.7 percent for the grade 1 cohort. Among Chinese-speakers, 22.6 percent in kindergarten and 28.3 percent in grade 1 were served exclusively in bilingual programs.

Exit Rates by Home Language and Type of Program

Figures 13 – 17 display the exit rates by type of program for each of the six most frequent language groups for the kindergarten cohort. Exit rate patterns for each program group discussed above are present in the line graphs for each language group. That is, the graphs of cumulative exit rates are relatively high and parallel for the ESL and bilingual groups, with the former slightly higher than the latter, and substantially lower exit rates for the mixed group. Noteworthy exceptions appeared among Chinese and Russian speakers, with students in the bilingual group exiting at slightly faster rates than those in the ESL group. Among Korean-speaking ELLs, the cumulative exit rates of the mixed group nearly caught up to those of the ESL and bilingual groups in the third year (1993).

Comparison of the Characteristics of ELLs Who Exited Early, Exited Late and Never Exited From Bilingual/ESL Programs

Analyses were conducted in an attempt to understand some of the relationships between student characteristics and the length of time to reach the program exit criterion. Relationships between program exit and three variables were explored: proficiency in English and proficiency in the home language (Spanish-speakers only) at the time of entry into the school system; and placement in special education classes as of June 1999.

The analysis separated students across all grade cohorts into four groups. The first included ELLs who exited the programs in one to three years. The second consisted of students who exited in six to nine years. The third were students who never reached the exit criterion (i.e. still enrolled.) The last group, students who exited in four and five years, was excluded from the analysis.

Figure 18 shows performance on the English LAB for each group at the time of entry into the New York City public schools. Figure 18 shows a moderately strong relationship between entering English LAB scores and time of exit. Most of the students in the late-exit and still-enrolled groups scored at the first percentile on the LAB, 79.2 percent and 83.7 percent, respectively, compared to a little more than half, 57.3 percent, for the early-exit group. Conversely, more students in the early-exit group scored at higher percentile ranks than did the other two groups. Despite the observed relationship it is noteworthy that the majority of early-exit students entered the New York City schools at the lowest percentile on the English LAB.

Figure 19 shows a similar relationship between exit group and scores on the Spanish LAB at the time of entry. For the early-exit group, 22.7 percent scored above the 81st percentile and 13.3 percent between the 61st and 80th percentiles. Comparable percentages for the late-exit group were 14.1 percent and 11.3 percent, respectively, and for the still-entitled group, 11.4 percent and 8.9 percent, respectively.

Figure 20 shows a strong relationship between exit group and enrollment in special education as of June 1999. More than one-third of the students who failed to reach the exit criterion were identified as disabled and eventually were served in self-contained special education classes. Only four percent of the early exit students were similarly identified. System-wide, about six percent of students are served in special education classes.

1998 Standardized Test Performance by Year of Program Exit

One measure of the academic success of ELLs in mainstream classes after they have reached the bilingual/ESL program exit criterion is their performance on standardized tests in reading and mathematics. These citywide

tests are administered every spring to all students in general education and resource room programs and most students in self-contained special education classes. The citywide reading test is also administered in English to all students in bilingual/ESL programs after they have been served in an English language school system for more than 4.5 years or anytime after they reach the 30th percentile on the LAB. The same policy applies to citywide testing in mathematics, except that ELLs who are receiving instruction in the home language may take available translations.[4]

Figures 18 – 20 display the 1998 citywide reading test scores for students in the kindergarten and grades 1 and 2 cohorts by the year in which they reached the bilingual/ESL program exit criterion. Figures 21 – 23 present similar data for mathematics. In spring 1998, the citywide reading and mathematics tests, the CTB-R and CTB-M, respectively, were designed to examine attainment of the New York City standards, used a selected-response format, and used 1992 norms. Performance of New York City public schools on these tests is measured by the percentage of students who score at or above the median student in the national norm group, i.e. the 50th percentile. Schools that are performing at the national average will have 50 percent of their students scoring at or above the national median.

Reading: Figure 18 displays citywide reading test performance for the 7,862 students in the kindergarten cohort who were tested in 1998. If these students had been promoted every year, they would have been in seventh grade in 1998. Since this was true for the majority of these students, the 1998 scores of grade 7 students in the city overall were used for comparison. The data in Figure 18 show a strong relationship between the year in which students reached the exit criterion for bilingual /ESL programs and performance on the 1998 citywide reading test. Students who had tested out one or two years after entering the programs scored far above 7th graders citywide. The performance of students who tested out in three and four years approached overall citywide performance, while the scores of students who exited after six and seven years trailed that of the city overall. Very small percentages of students who did not exit the programs until 1999 and those who were still in the programs after nine years exceeded the national median.

The observed trends are elaborated in Figure 24, which shows the quartile distribution of 1998 reading scores for the kindergarten cohort by year of program exit. If a group of tested students is performing at the national average, about 25 percent will score in each of the four quartiles as follows:

- Quartile 1, very low performing students below the 26th percentile;
- Quartile 2, low to moderate performing students between the 26th and 49th percentiles;

[4] Translated citywide mathematics tests are available in Spanish, Haitian and Chinese.

- Quartile 3, moderate to high performing students scoring between the 50th and 75th percentiles; and
- Quartile 4, very high performing students scoring above the 75th percentile.

As seen in Figure 24, students in the kindergarten cohort who exited the programs in one or two years showed larger percentages of students in Quartile 4 and lower percentages in Quartile 1 than the national norm group. Those who exited in three years were close to the national average in the percentage of Quartile 1 students but far below the national average in very high scoring (Quartile 4) students. Those who exited after five or more years had very low percentages of Quartile 4 students and very high percentages of Quartile 1 students.

These data cannot be used to infer a cause and effect relationship between time in bilingual/ESL programs and reading achievement in English. It must be remembered that the students who tested out in 1993 and 1994 spent five and six years, respectively, in mainstream classes taught in English before they took the 1998 citywide reading test; those exiting in 1995 spent three years in mainstream classes. It is likely that whatever cognitive, personal-social, familial, or programmatic factors were responsible for the early exit of many of the students in the kindergarten cohort were also responsible for their high achievement on the citywide reading test in 1998. Moreover, students who exited after one or two years (3,068) comprised 39 percent of those who were tested in 1998 and those exiting after three and four years (2,2116) an additional 27 percent. Accordingly, the group that represented two-thirds of the kindergarten cohort showed high levels of performance on the 1998 reading test.

Figures 19 and 20 show patterns of performance for the grades 1 and 2 cohorts, respectively, that are similar to that observed for the kindergarten cohort above. There are two notable exceptions. First, students in both cohorts who exited the programs after three years substantially outperformed all eighth graders citywide on the 1998 reading test. Students in both cohorts who exited after four years showed performance that approached that of all eighth graders. The 215 students (40.7 percent of those tested in 1998) in the grade 2 cohort who exited after one, two or three years all showed particularly strong performance on the 1998 reading test, with approximately three quarters of them scoring at or above the national median. It appears that the additional time in bilingual/ESL programs required for these students to achieve the level of English proficiency necessary for program exit did not hamper their reading achievement in middle school.

Mathematics: The trends in performance on the 1998 citywide mathematics test displayed in Figures 21 – 23 show similarities and differences to those described for reading above. Although the general pattern of mathematics performance by year of bilingual/ESL program exit for the kindergarten cohort is similar to that for reading, performance compared to seventh graders overall is better. The 5,184

students (65.5 percent of the cohort) who exited the programs in up to four years all compared well to the mathematics test performance of seventh graders citywide. Those who exited after one or two years outperformed all seventh graders by 17.3 and 18.5 percentage points respectively; those exiting after three years scored 3.5 percentage points higher; and those exiting after four years scored less than one percentage point lower.

Figure 25 shows a preponderance of very high scoring students (Quartile 4) and a paucity of very low scoring students (Quartile 1) among students in the kindergarten cohort who exited the programs in one or two years. The percentages of Quartile 1 students are relatively low to average for students exiting in from three to seven years. The percentage of students in Quartile 4 falls below average for those exiting in five years or more.

The 760 students (57.8 percent of the cohort) in the grade 1 cohort who exited within four years and the 351 students (66.7 percent of the cohort) in the grade 2 cohort who exited within five years outperformed eighth graders overall on the 1998 citywide mathematics test. (See Figures 22 and 23.) Mathematics performance continued to be relatively strong for students in the grade 1 cohort that exited after six and seven years. Grade 2 cohort students who exited within three years showed particularly strong mathematics test performance, with about 85 percent scoring at or above the national median.

1998 Standardized Test Performance by Year of Exit and Type of Program

Reading: Figure 26 displays the percentages of students in the kindergarten cohort scoring at or above the national average on the 1998 citywide reading test broken-down by year of exit and type of program: bilingual only, ESL only, or an alternating mixture of bilingual and ESL programs.[5] The ESL group shows the same pattern of relationship between year of exit and reading performance as discussed above for the full cohort. Students in the ESL group who exited in the first two years of the program had much higher performance on the 1998 citywide reading test than seventh graders overall. ESL students exiting in three years outscored the city by about 2 percentage points with steady declines in the percentage scoring at or above the national average for students exiting after four or more years. The pattern for the mixed group was similar to that for the ESL group but with lower percentages scoring at or above the national median for each exit year except 1997 and 1998, after seven and eight years of service, respectively. A somewhat different, less regular pattern is seen for the bilingual group. Bilingual students who exited after one and two years outperformed the city overall as did students in the other groups, albeit by a smaller margin. However, after falling below the city overall for students exiting after three years, bilingual student exiting after four years performed as well as the city overall.

[5] Students categorized in the mixed program group did not have the opportunity to exit in one year since a minimum of two years of service was required for an alternating pattern of service.

Moreover, the bilingual group exceeded the performance of the ESL and mixed groups among students exiting the programs in five out of the next six years, 1994 – 1999.

As noted above, cause and effect cannot be inferred from these data. The results emerge from a complex interplay of cognitive, personal-social, familial and programmatic factors.

Figure 27 shows patterns of performance for the grade 2 cohort that are similar to those observed for the kindergarten group. Students exiting ESL programs in three or more years show a steady decline in 1998 citywide reading test performance following high levels of performance for those exiting in one or two years. Also, students in the bilingual group again showed a somewhat irregular pattern of performance with students exiting in year 3 (1993), year 6 (1996) and year 8 (1998) scoring higher on the 1998 reading test than those that exited each year before. Further, the bilingual group outscored the ESL group for six of the eight exit years. However, it should be remembered that 46 percent of the ESL group and 37 percent of the bilingual group exited in year 2, an exit year for which ESL students clearly outscored bilingual students on the 1998 reading test. Although mixed-program students scored as well as or better than the other groups for most exit years, 39 percent of mixed program students had not reached the exit criterion after nine years.

Figure 28 for the grade 2 cohort shows bilingual students outperforming the city overall for four of the first five exit-year groups. ESL students scored higher than the city overall for three of those years. Although mixed program students who exited in three years (1994) showed exceptionally high performance on the 1998 reading test, only 4.9 percent of the mixed program students exited that year with 31 percent remaining in the program after eight years.

Mathematics: Figure 29 for the kindergarten cohort shows that students who exited ESL programs in each of the first four years after entry scored above the city overall on the 1998 citywide mathematics test. Those who exited ESL programs over the next three years scored within 10 percentage points of the city. Students exiting bilingual programs scored above the city overall for three of the first four years. Although students exiting mixed programs after two years showed high 1998 citywide mathematics test scores, only 4.9 percent of mixed program students exited in that year.

Similar patterns are displayed in Figures 31 and 32 for the grades 1 and 2 cohorts, respectively. ESL students in the grade 2 cohort exiting over the first five years showed exceptionally high levels of performance on the 1998 citywide mathematics test for four of the five exit groups. The performance of bilingual students in this cohort was also high for those exiting in the first three years.

Although mixed program students also showed relatively high scores, few of these students exited in the first five years.

School Completion Outcomes

Students in the grade 6 cohort would have had the opportunity to complete five years of high school by June 1999; those in the grade 9 cohort would have completed seven years in June 1998.[6] Figures 38 and 39 present the school completion status as of June 1999 for the grade 6 and grade 9 cohorts, respectively. The cohorts were divided into two groups: students who had reached the bilingual/ESL program exit criterion and those that did not. For purposes of comparison, each figure also displays the school completion outcomes for respective cohorts of all general education students.

Both figures show that newly entering ELLs who reach program exit criteria have a high degree of success in completing high school; those who do not reach the exit criterion are largely unsuccessful. For the grade 6 cohort, 77.4 percent of those who exited the programs graduated from high school and 10.1 percent dropped out. An additional 12.5 percent were still enrolled and working toward a degree. The comparable statistics for cohort students who did not reach the exit criterion were 24 percent graduated, 45.7 percent dropped out, and 30.3 percent still enrolled. The school completion data for ELLs who reached the exit criterion were better than the total Class of 1996, the comparable citywide cohort. (See figure 38.)

The school completion outcomes for grade 9 cohort students who reached the exit criterion were particularly strong. The graduation rate for these students was 92.8 percent. This is far better than the graduation rate for grade 9 cohort students who did not exit, 57.7 percent, and also better than the total Class of 1995, 70 percent. In considering the strong outcomes for the ELLs who reached the exit criterion, it should be noted that only 248 (14.8 percent) of the cohort exited the programs during high school.

SUMMARY AND CONCLUSIONS

Summary

This report presented the outcomes of a longitudinal study of ELLs who entered the New York City public schools in fall 1990 in kindergarten and first grade or in fall 1991 in grades 2, 3, 6, and 9. The study tracked the educational progress of these students for nine and eight years, respectively.

The New York City public school system identifies students as ELLs through home language survey and a test of English language proficiency known

[6] The Division of Assessment and Accountability tracks cohorts of ninth graders for seven years and then issues final graduation and dropout rates.

as the LAB. Students who score at or below the 40th percentile on the LAB are entitled for bilingual/ESL programs. The same 40th percentile is used as the exit criterion for these programs.

The study documented the time it took cohort students to reach the bilingual/ program exit criterion, their performance on standardized tests of reading in English and mathematics after program exit, and, for the grades 6 and 9 cohorts, school completion rates. Outcome data were broken-down by type and consistency of bilingual/ESL program and home language.

The study did not employ the methodological or statistical controls necessary to address the issue of the relative efficacy of bilingual and ESL-only philosophies or instructional methods. Nevertheless, the study is a valid description of the educational progress demonstrated by cohorts of ELLs who entered these programs at the beginning of the 1990's. The key findings are summarized below.

Grade of Entry of ELLs

- Most (63.6 percent) of the 20,060 ELLs in the study entered the New York City public schools in kindergarten.
- The next most frequent grade of entry was grade 1 (2,488 students or 12.4 percent) followed by grade 9 (1,950 students or 9.7 percent).

Years to Exit Bilingual/ESL Programs

- There was a strong relationship between grade of entry and both annual and cumulative exit rates. The early-grade cohorts exited faster and in larger cumulative percentages than the higher-grade cohorts.
- 62 percent of the kindergarten cohort reached the program exit criterion in three years and 75.9 percent within six years.
- 51.5 percent of the grade 1 cohort exited within three years and 66.1 percent within six years.
- After four years of high school, 14.6 percent of the grade 9 cohort reached the exit criterion.

Exit Rates by Type of Program

- Exit rates were faster and higher for students served exclusively in ESL or bilingual programs as opposed to those who were served alternately in one or the other each year, i.e. the mixed service group.
- For the kindergarten cohort, three-year exit rates were 84 percent for ESL students, 73 percent for bilingual students, and 20.4 percent for the mixed group. Three-year exit rates were similar for the grade 1 cohort; 80 percent for ESL, 62 percent for bilingual, and 20 percent for the mixed service students.

- There was divergence in the patterns for the grades 2 and 3 cohorts, with the cumulative exit rates for bilingual students falling below those for the ESL students and above those for the mixed group.

Types of Programs Serving ELLs by Home Language

- With the exception of Spanish-speaking students in kindergarten and grade 1 and Haitian speakers in grade 1, most ELLs in the grades 1 and 2 cohorts were served exclusively in ESL programs.
- Among Spanish-speakers in both cohorts, more than half of ELLs were served in bilingual programs and more than 30 percent were served in mixed programs.
- The greater numbers of Spanish-speaking ELLs provided greater administrative opportunities for the creation of bilingual classes to serve them.

Exit Rates by Home Language and Type of Program

- The relationships between type of program and cumulative exit rate were similar, for the most part, across language groups. That is, for each language group, cumulative exit rates were relatively high and parallel for students served exclusively in ESL and bilingual programs. The exit rates were substantially lower for students who received mixed services, i.e. alternating between bilingual and ESL from one year to the next.
- Among Spanish- Haitian-speaking students, those served exclusively in ESL programs had slightly higher exit rates than those served exclusively in bilingual programs. This pattern was reversed for Chinese- and Russian-speakers with slightly higher exit rates for those served in bilingual than ESL programs.
- Among Korean speakers, the cumulative exit rate of the mixed group nearly caught up to those of the ESL and bilingual groups in the third year of service.

Characteristics of Early-Exit and Late-Exit ELLs

- There was a strong relationship between time of exit from bilingual/ESL program and proficiency in both English and the home language.
- Upon entry into the New York City public schools, 83.7 percent of students who never reached the exit criterion scored at the fist percentile on the English LAB, compared to 79.2 percent of iate-exit (i.e. 6– 9 years) students and 57.3 percent of early-exit (i.e. 1 – 3 years) students.
- For the early-exit group, 36 percent of entering Spanish-speakers scored above the 61st percentile on the Spanish LAB. Comparable percentages were 25.4 percent for the late-exit group and 20.3 percent for those who never exited.
- More than one-third of students who never exited the programs were identified as disabled and served in self-contained special education classes

as of June 1999. Comparable statistics were four percent for the early-exit group and six percent for all city students.

Standardized Test Performance by Year of Program Exit

- In general, students who exited bilingual/ESL programs in within three years, i.e. in 1991 to 1994, outperformed the city overall on the citywide reading test administered in 1998. Those who exited after four years approached the performance of the city overall.
- Students who exited the programs within four years outperformed the city overall on the citywide mathematics test in 1998.
- Since the majority of students in the kindergarten and grades 1 and 2 cohorts exited the programs within three and four years, in general former ELLs performed well on standardized tests of reading and mathematics when they entered mainstream classes.

1998 Standardized Test Performance by Type of Program

- Students who exited ESL programs showed the same pattern of performance on the 1998 citywide reading test as did all former ELLs. That is, those who exited in the first three years, the majority of students in the cohorts, outperformed the city overall. Those exiting after that showed lower levels of performance. The pattern of performance for students exiting bilingual programs was more variable. In many cases, students who exited bilingual programs relatively late, i.e. after six years, outperformed those who had exited these programs earlier as well as those who exited ESL programs at the same time. Although students exiting mixed programs generally scored high on the 1998 citywide reading test, these students showed relatively low cumulative exit rates.
- Students who exited all three types of programs did generally well on the 1998 citywide mathematics test.

School Completion Outcomes

- Students in the grades 6 and 9 cohorts who reached the program exit criterion showed relatively high graduation rates from high school. Conversely, these students showed relatively low dropout rates. The school completion rates of these students were better than those for New York City high school students overall.
- Those who did not reach the exit criterion showed low graduation rates and high dropout rates.

Conclusions

Within the stated limitations of the study, the overall conclusion that emerges from the findings is that New York City's bilingual/ESL programs have demonstrated substantial effectiveness in developing the English language proficiency of ELLs and ensuring their success in the educational mainstream. Deeper exploration of the findings reveals considerable variation in the relative success of these students and identifies subgroups of ELLs who require additional attention.

The major conclusions are as follows:

1. New York City's bilingual/ESL programs were especially effective for ELLs who entered the school system in kindergarten and grade 1, the grades of entry for the majority of ELLs. These students acquired proficiency in English relatively quickly and were highly successful later in the educational mainstream as measured by standardized test scores.
2. Relatively strong proficiency in both English and the home language (for Spanish speakers) contributed to the students' ability to meet the program exit criterion. However, large numbers of students who entered the school system with extremely low proficiency in English were also able to reach the program exit criterion within three years.
3. Conversely, students who entered with relatively low levels of proficiency in English as well as their home language, and students who entered late in their school careers, i.e. grade 6 and grade 9, had more trouble meeting the exit criterion. Only one in seven grade 9 entrants reached the exit criterion before leaving high school.
4. Late-entry ELLs who did reach the program exit criterion were highly successful in completing high school. Indeed, the graduation rates for ELLs who entered the New York City schools in grade 6 and grade 9 and achieved the bilingual/ESL program exit criterion were higher than the general student population. Although late-entrants who did not reach the exit criterion had lower graduation rates than those that did, still nearly three in five of the grade 9 entrants who remained in bilingual/ESL programs were graduated.
5. ELLs who entered New York City middle schools as sixth graders were the least successful of the grade cohorts. A far lower percentage of the middle school entrants reached the program exit criterion than did those that entered elementary school. Similarly, a far lower percentage of middle school entrants were graduated from high school than those who entered New York City schools as high school students in grade 9. Fifty-five percent of the grade 6 entrants never reached the program exit criterion after eight years in the school system, and only 24 percent of these students graduated high school with 45.7 percent dropping out.
6. Consistency of programmatic approach appeared to be a particularly important determinant of program exit rates. In fact, consistency of approach proved more important than the program's specific educational philosophy

and methods. ELLs who were served consistently in either bilingual or ESL programs exited at faster and higher rates than those who were alternately served by one and the other program in successive years. These findings were true for all language groups. The study did not investigate the quality of program implementation in terms of the qualifications of staff, the appropriateness of educational materials, and the delivery of instruction. No doubt, these factors would have accounted for a substantial portion of the variance in student outcomes.

7. Across all grade cohorts, more than one in three ELLs who failed to reach the program exit criterion were special education students. There is a need to learn more about these students and the relationships between their language needs and diagnosed educational disabilities.

Although this study has provided a detailed picture of the effectiveness of New York City's bilingual/ESL programs in developing the English language proficiency and academic skills of ELLs who entered the schools at the beginning of the1990's, there are many issues that remain to be answered. Chief among these are: (1) the proper mix of instructional and support services that will ensure the educational success of those ELLs who fail to reach the exit criterion even after eight and nine years; and (2) educational strategies that will enhance the academic success of ELLs who enter New York City schools in the middle and high school grades. An effective strategy for addressing these issues is to identify replicable programs that have demonstrated success with these types of students. In doing so it is crucial to distinguish between causal and correlative effects. That is, programmatic aspects that have led to student success as opposed to those that are merely coincidental. In addition, the identified effective factors must be adaptable for implementation elsewhere, rather than those that are unique to a situation or beyond the control of program administrators.

Years to Exit Bilingual/ESL Programs

Figures 1 - 6

LONGITUDINAL PROGRESS OF A COHORT OF ENGLISH LANGUAGE LEARNERS BEGINNING IN KINDERGARTEN

Percent Testing Out

(Number of Students = 11,015)

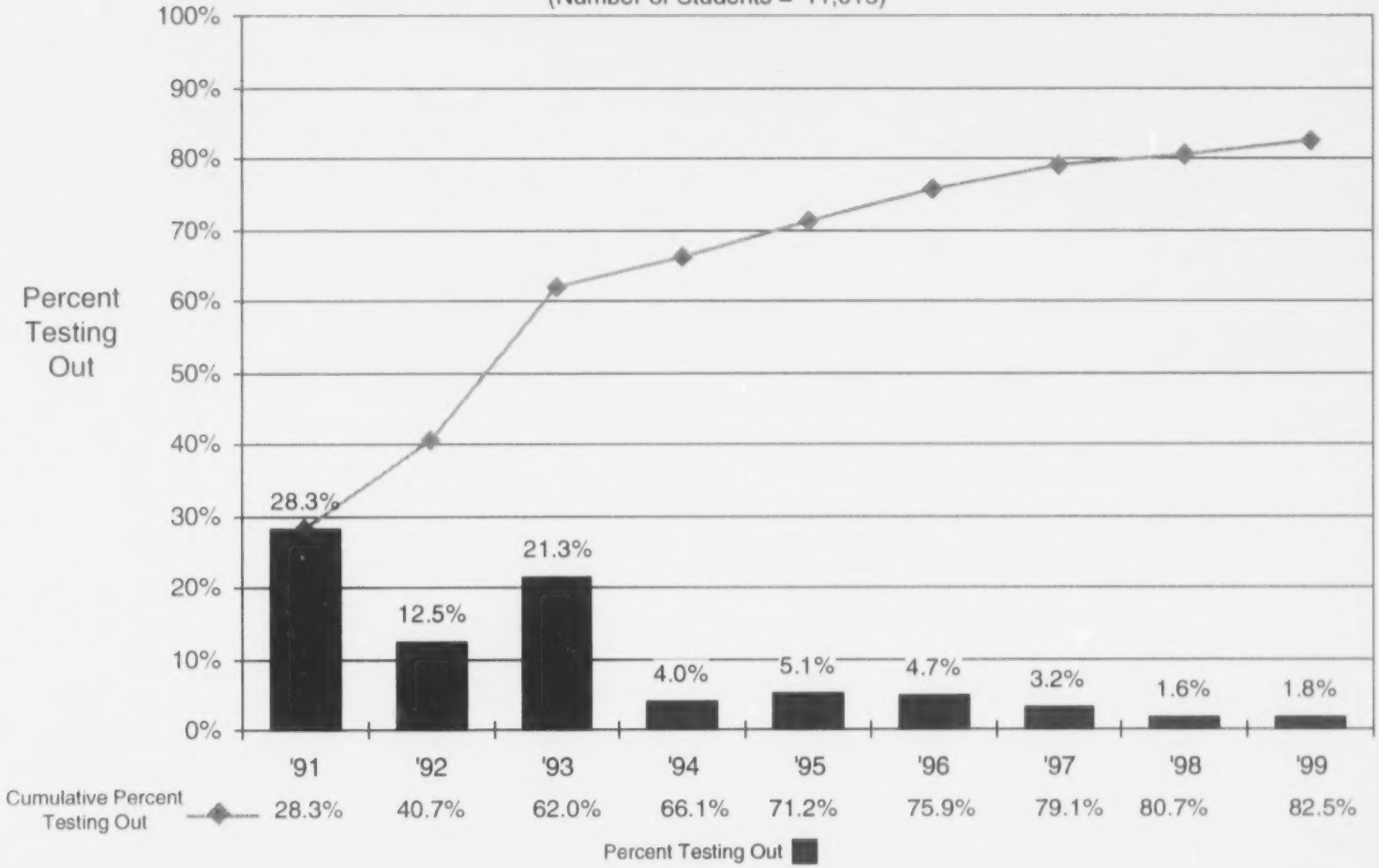


Figure 1

LONGITUDINAL PROGRESS OF A COHORT OF ENGLISH LANGUAGE LEARNERS BEGINNING IN GRADE 1

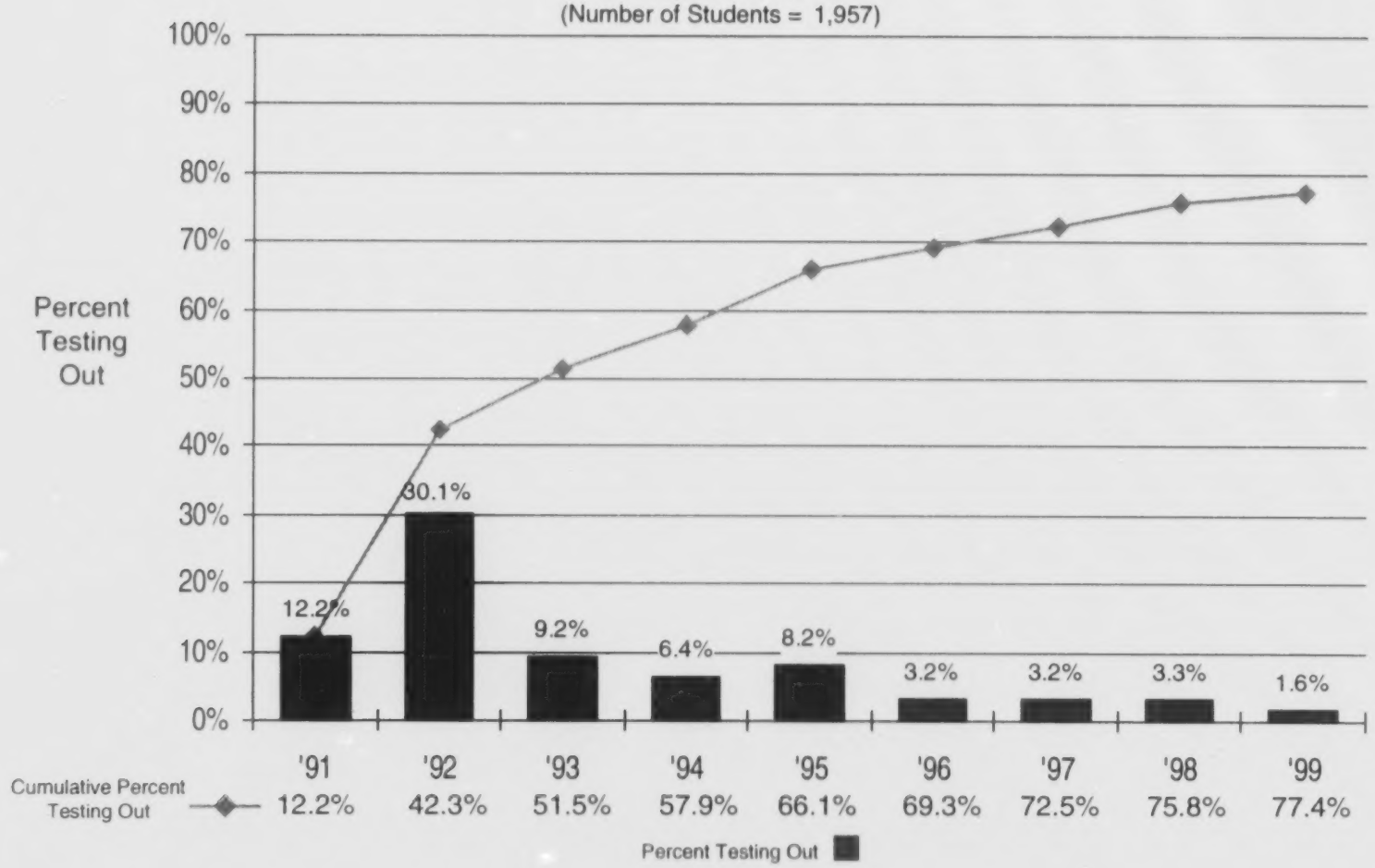


Figure 2

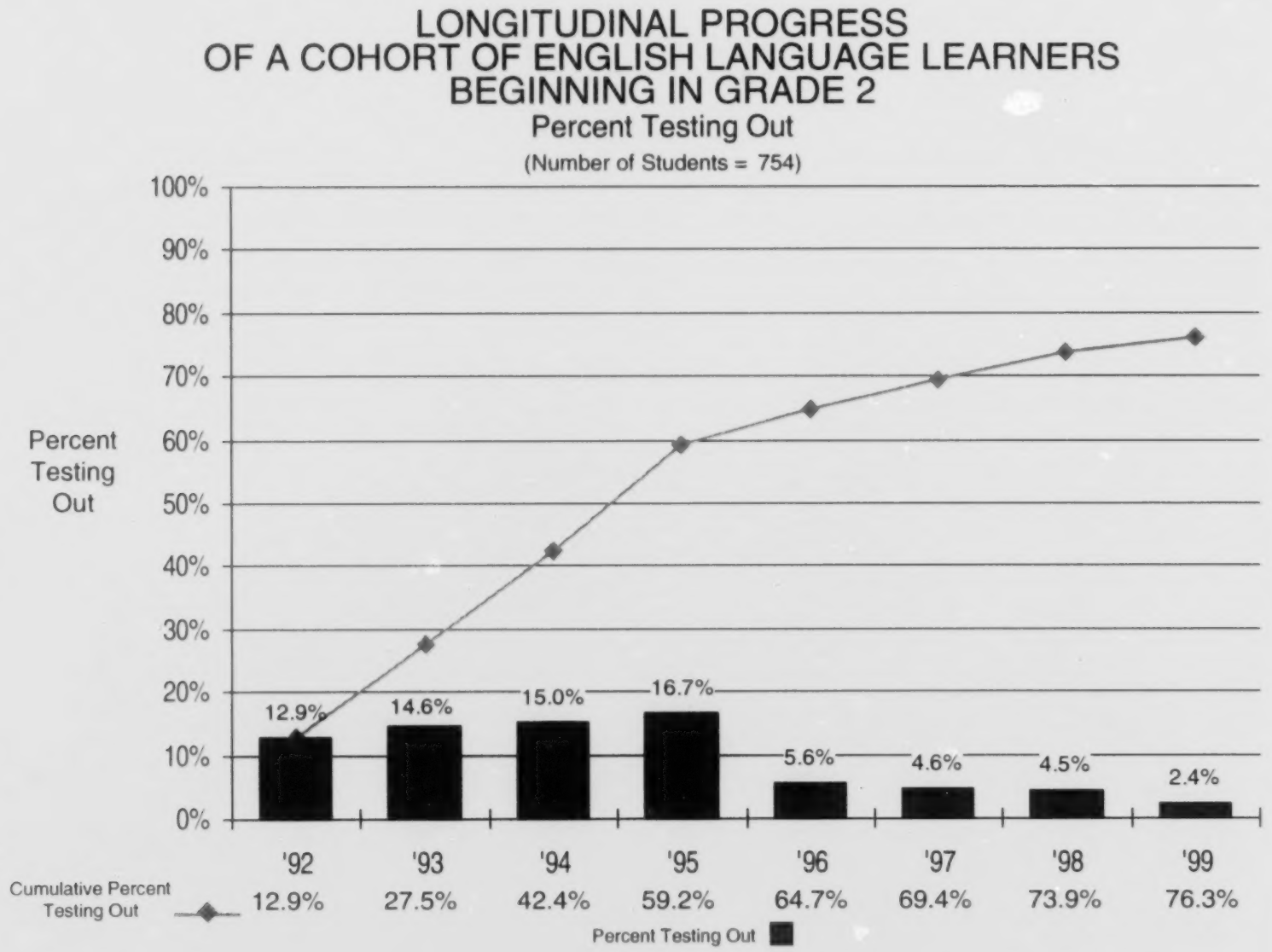

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN GRADE 2
Percent Testing Out
(Number of Students = 754)
Percent Testing Out
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
12.9%
14.6%
15.0%
16.7%
5.6%
4.6%
4.5%
2.4%
'92
'93
'94
'95
'96
'97
'98
'99
Cumulative Percent Testing Out
12.9%
27.5%
42.4%
59.2%
64.7%
69.4%
73.9%
76.3%
Percent Testing Out

Figure 3

LONGITUDINAL PROGRESS OF A COHORT OF ENGLISH LANGUAGE LEARNERS BEGINNING IN GRADE 3

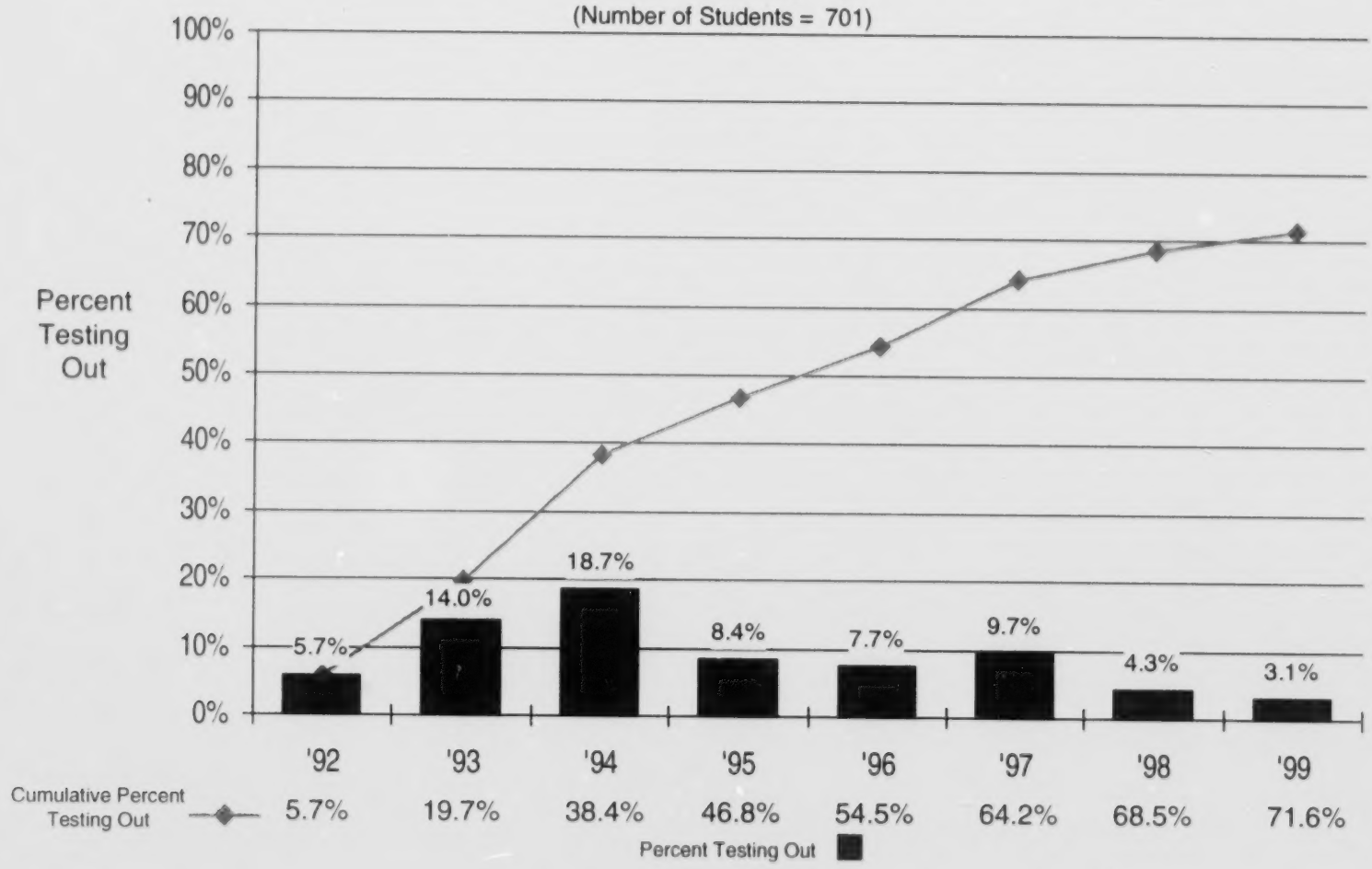


Figure 4

LONGITUDINAL PROGRESS OF A COHORT OF ENGLISH LANGUAGE LEARNERS BEGINNING IN GRADE 6

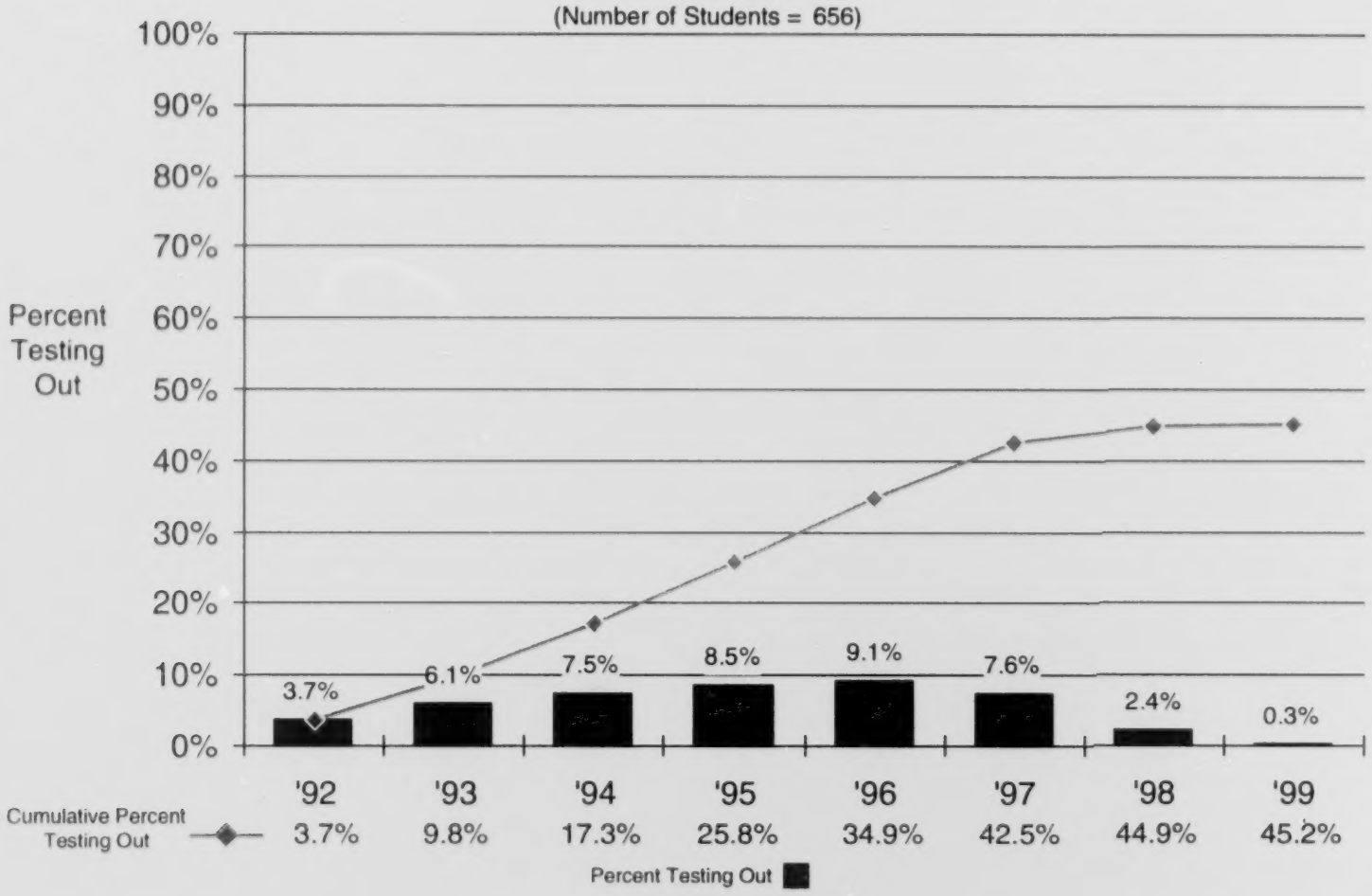


Figure 5

LONGITUDINAL PROGRESS OF A COHORT OF ENGLISH LANGUAGE LEARNERS BEGINNING IN GRADE 9

Percent Testing Out

(Number of Students = 1,393)

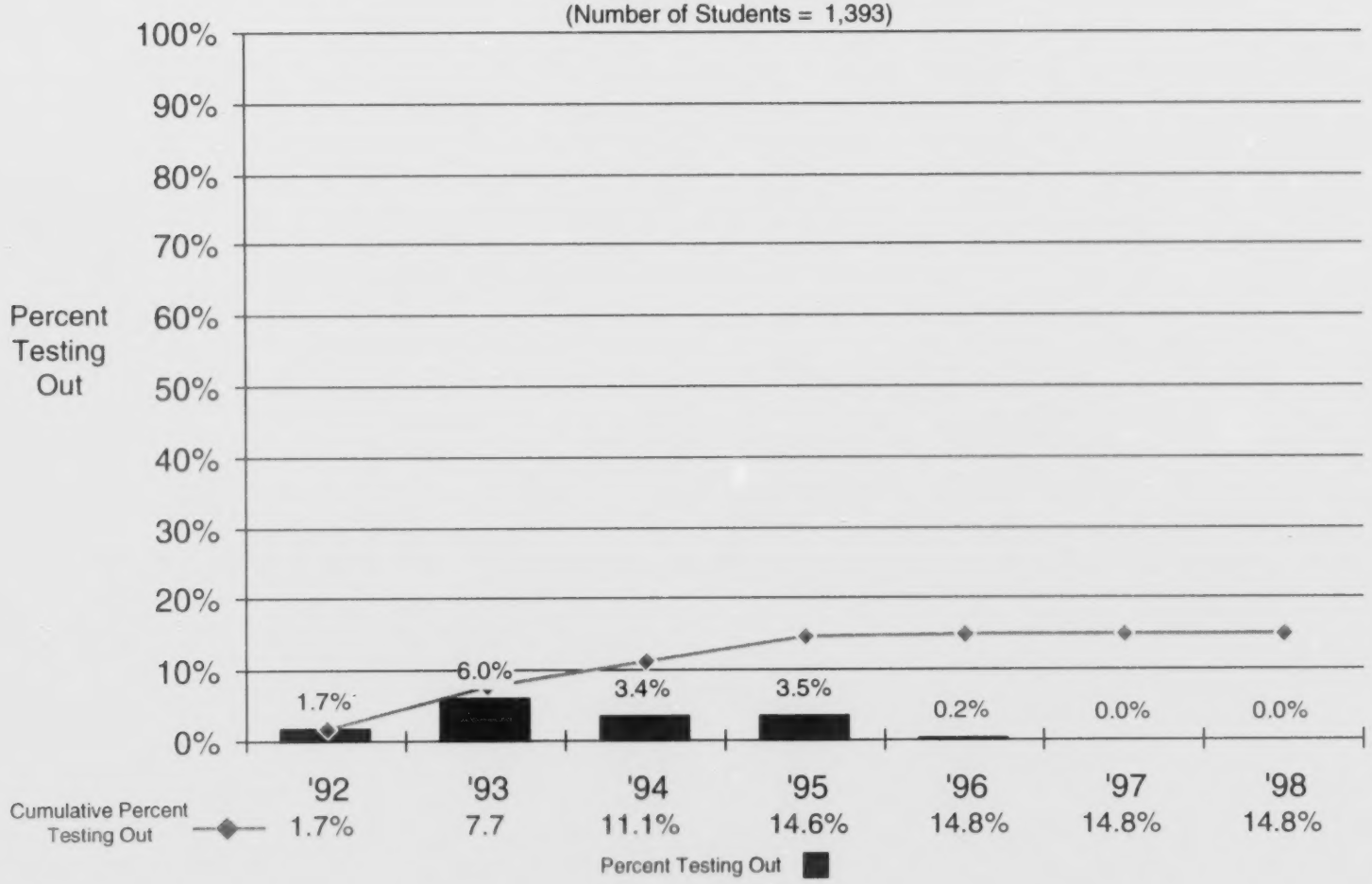


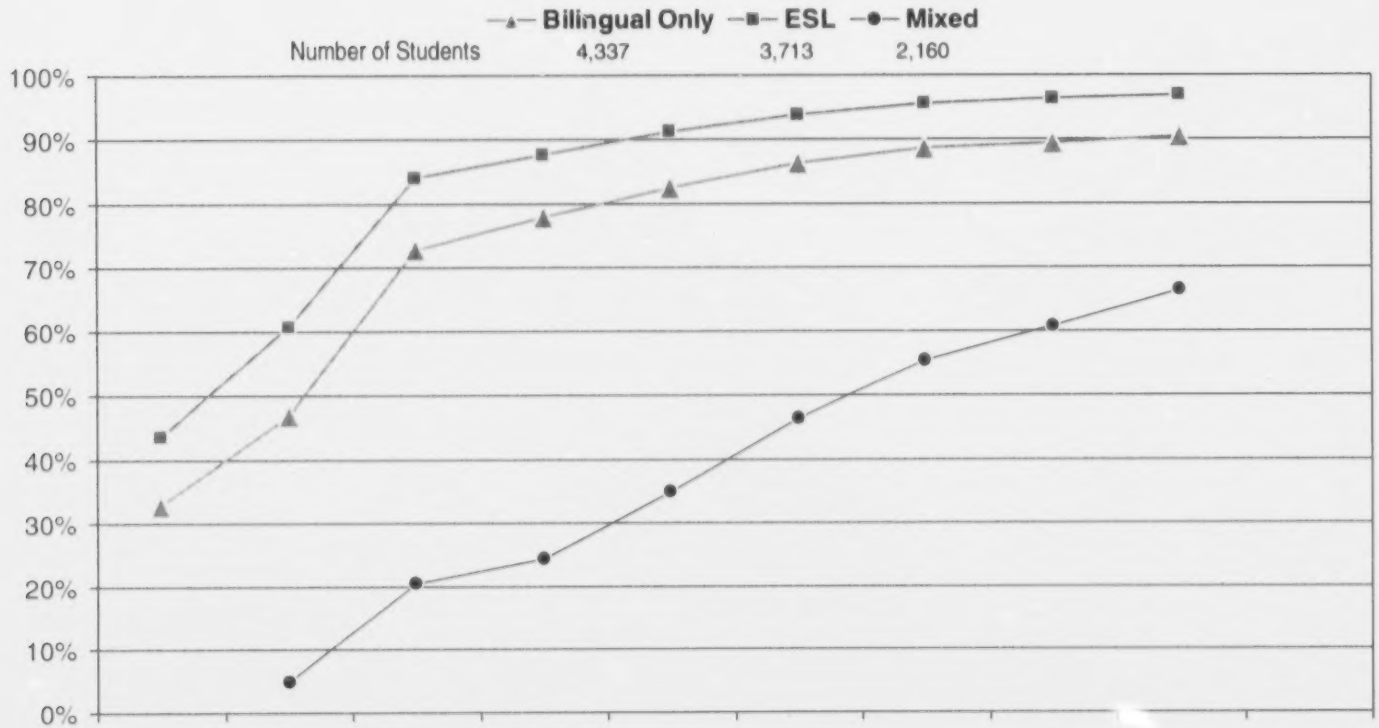
Figure 6

Exit Rates by Type of Program

Figures 7 - 10

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN PK/K

Cumulative Percent Testing Out By Type of Program

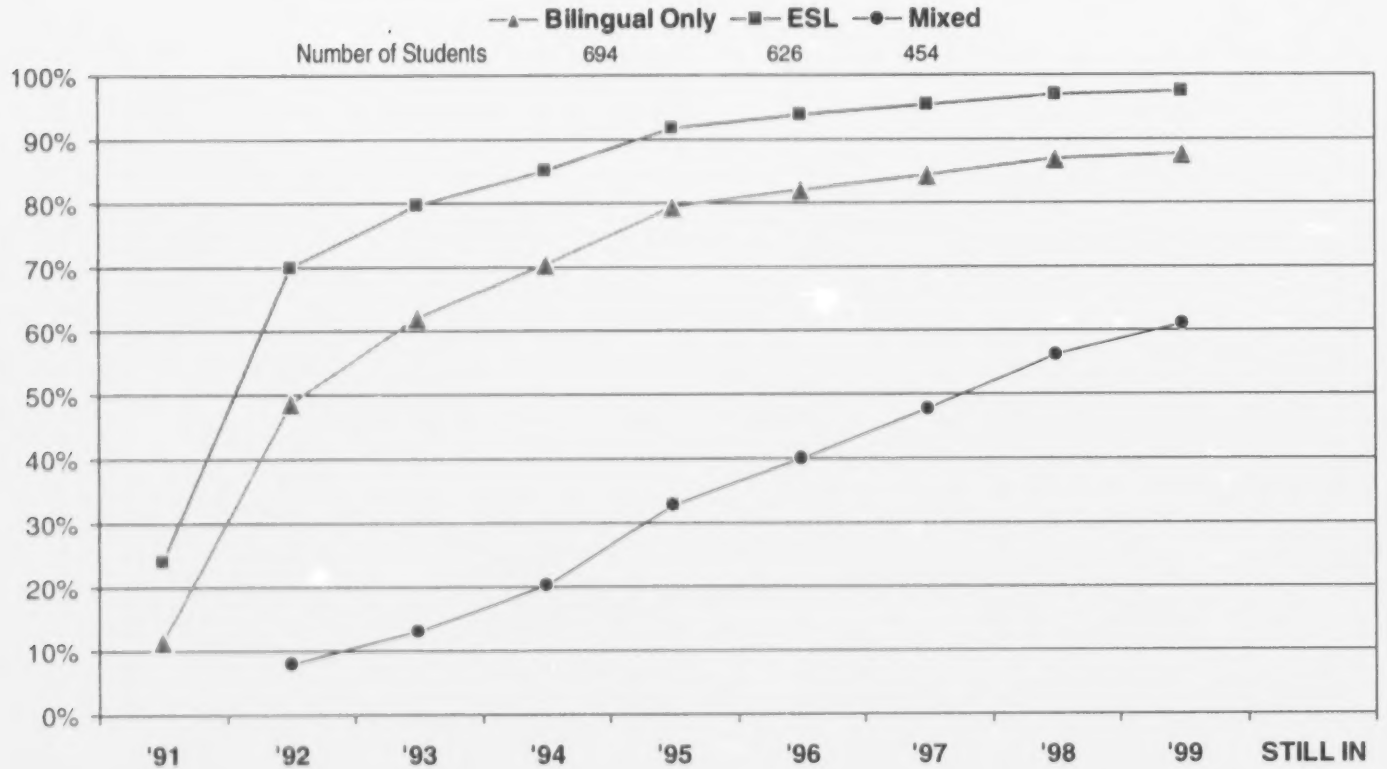


	'91	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	32.7%	14.1%	26.1%	5.0%	4.7%	3.8%	2.3%	0.8%	1.1%	9.3%
ESL	43.5%	17.2%	23.3%	3.7%	3.5%	2.7%	1.7%	0.7%	0.7%	2.9%
Mixed		4.9%	15.5%	4.0%	10.6%	11.5%	8.8%	5.4%	5.6%	33.8%

Figure 7

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN GRADE 1

Cumulative Percent Testing Out By Type of Program

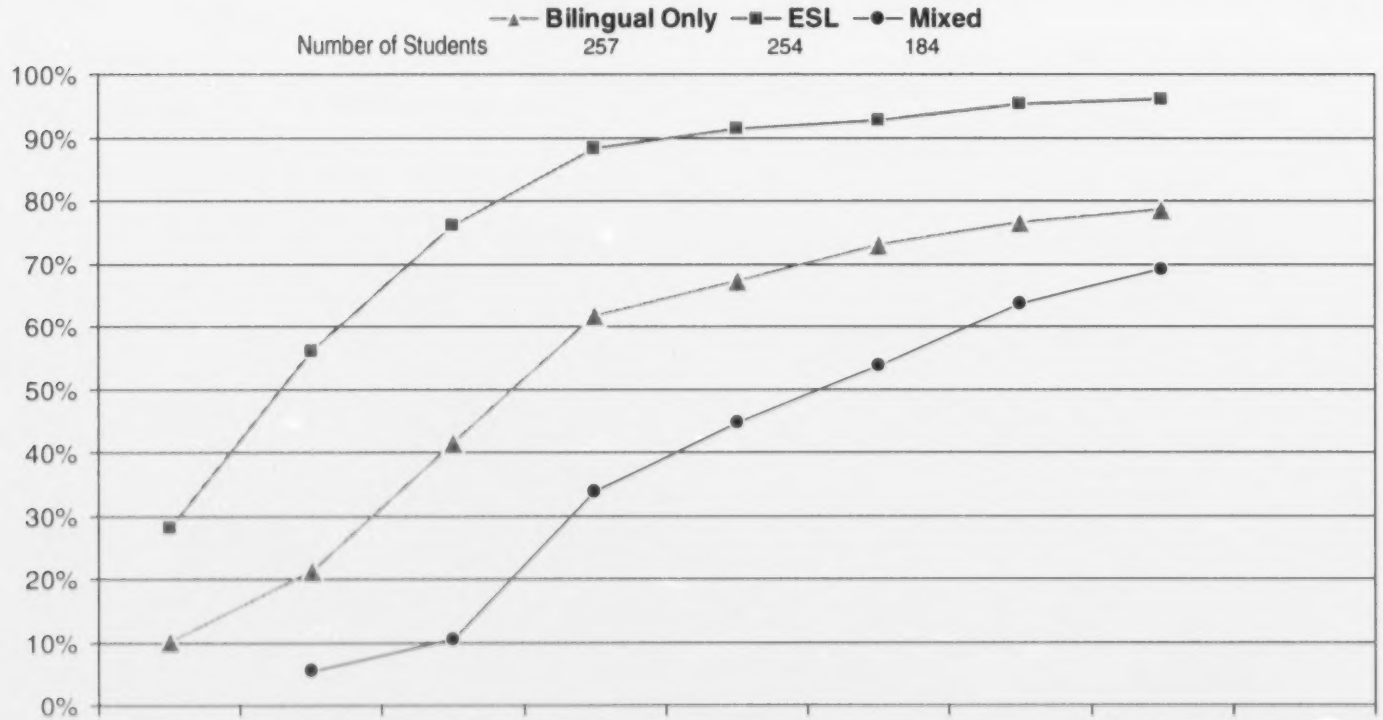


	'91	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	11.5%	37.3%	13.3%	8.5%	8.8%	2.6%	2.3%	2.6%	0.9%	12.2%
ESL	24.1%	45.8%	9.9%	5.4%	6.7%	1.9%	1.6%	1.4%	0.6%	2.4%
Mixed		7.9%	5.1%	7.3%	12.6%	7.0%	7.9%	8.4%	4.8%	39.0%

Figure 8

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN GRADE 2

Cumulative Percent Testing Out By Type of Program

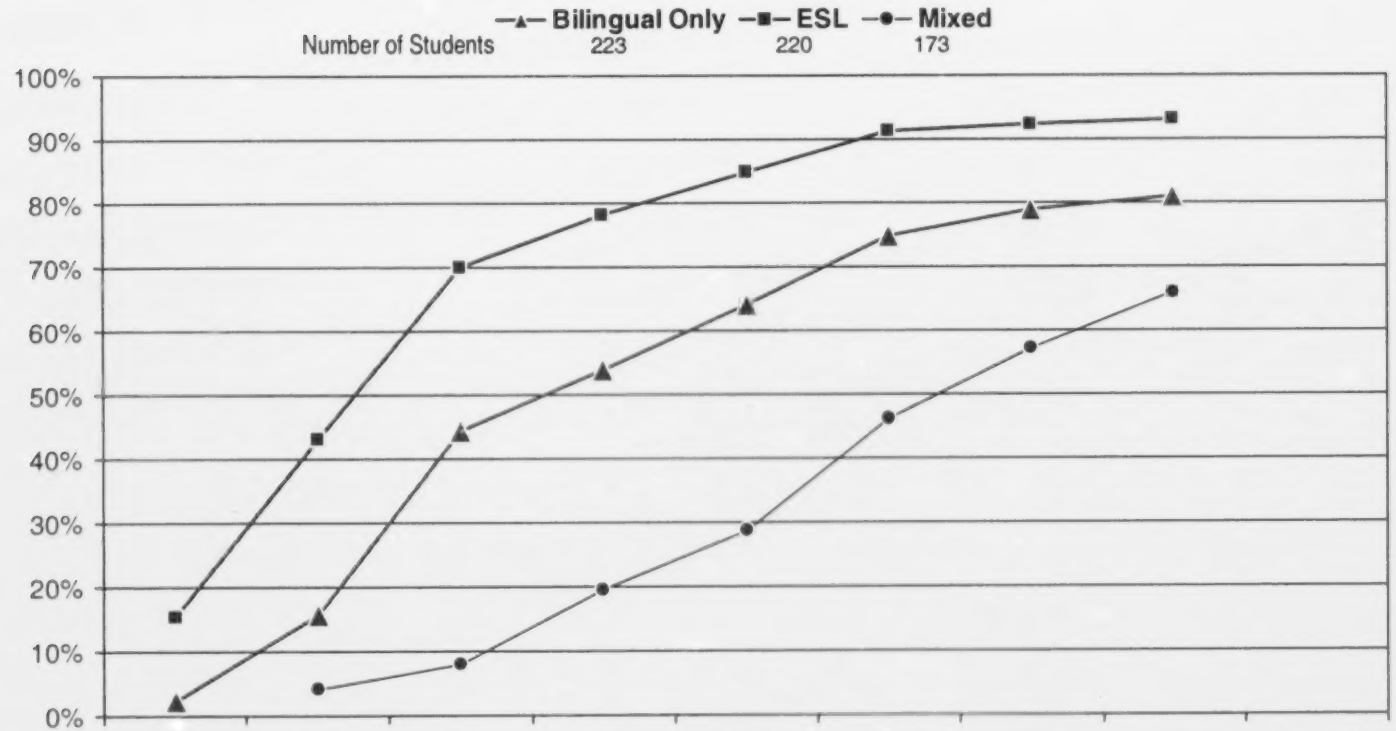


	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	10.1%	11.3%	20.2%	20.2%	5.4%	5.8%	3.5%	2.3%	21.0%
ESL	28.0%	28.0%	20.1%	12.2%	3.1%	1.2%	2.8%	0.8%	3.9%
Mixed		5.4%	4.9%	23.4%	10.9%	9.2%	9.8%	5.4%	31.0%

Figure 9

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN GRADE 3

Cumulative Percent Testing Out By Type of Program



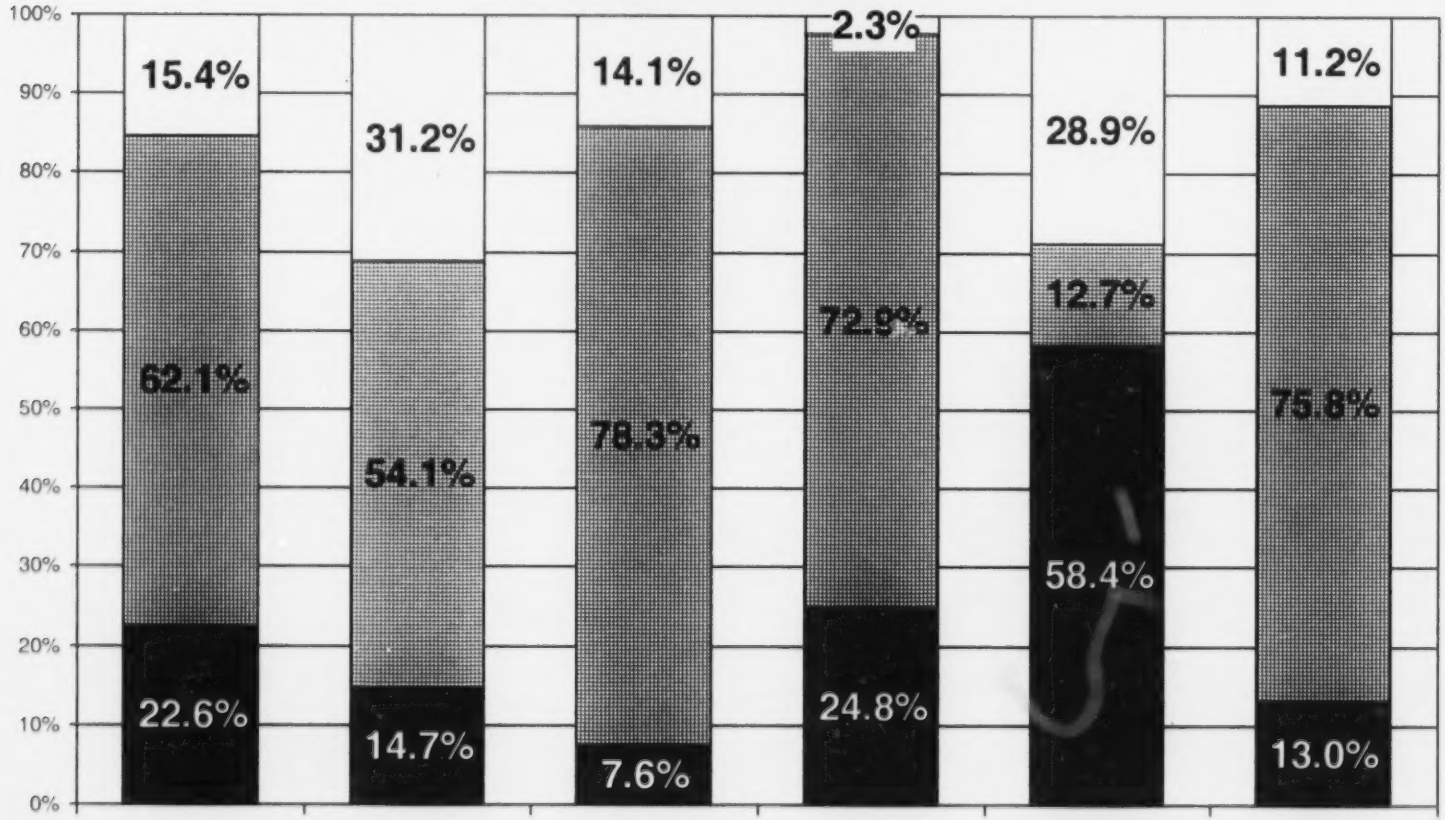
	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	2.2%	13.5%	28.7%	9.4%	10.3%	10.8%	4.0%	2.2%	18.8%
ESL	15.5%	27.7%	26.8%	8.2%	6.8%	6.4%	0.9%	0.9%	6.8%
Mixed		4.0%	4.0%	11.6%	9.2%	17.3%	11.0%	8.7%	34.1%

Figure 10

Types of Programs Serving ELLs by Home Language

Figures 11 and 12

Types of Programs Serving ELLs by Home Language
Kindergarten Cohort

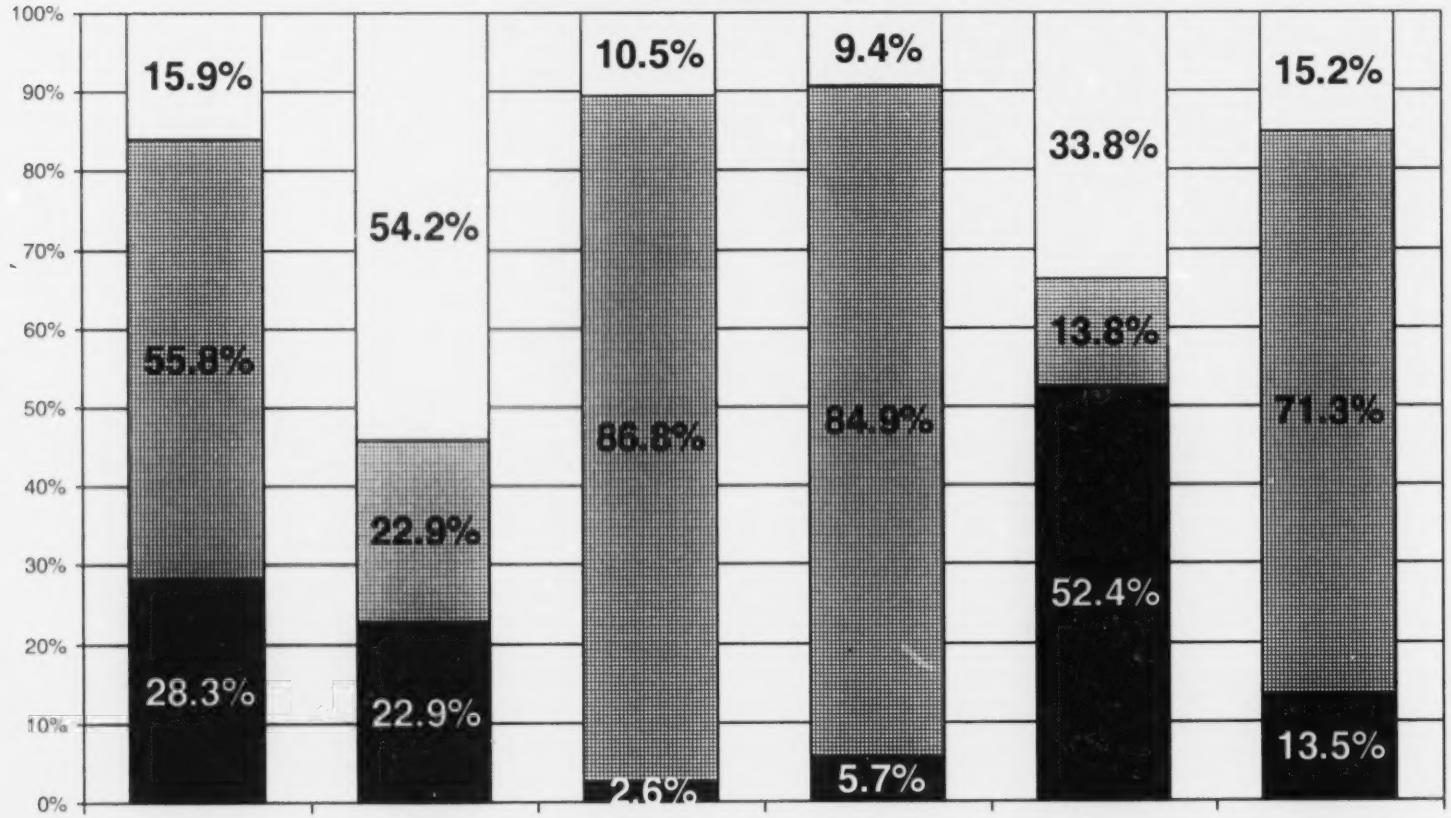


	Chinese	Haitian	Korean	Russian	Spanish	Other
Bilingual	189	16	21	65	3,994	295
ESL	520	59	216	191	867	1,714
Mixed	129	34	39	6	1,977	253

Figure 11

BEST COPY AVAILABLE

Types of Programs Serving ELLs by Home Language
Grade 1 Cohort



	Chinese	Haitian	Korean	Russian	Spanish	Other
Bilingual	32	11	1	3	640	57
ESL	63	11	33	45	169	300
Mixed	18	26	4	5	413	64

Figure 12

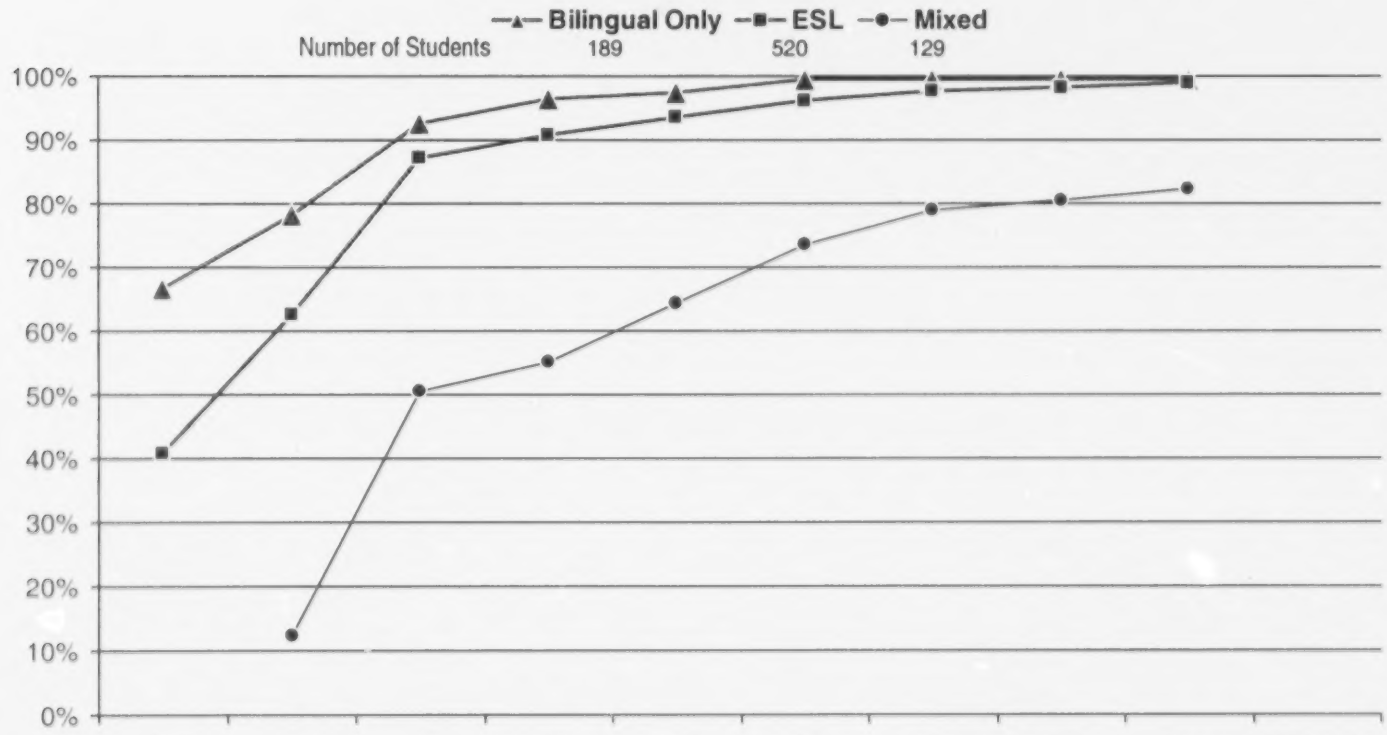
Exit Rates by Home Language and Type of Program

Figures 13 - 17

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN KINDERGARTEN

Cumulative Percent Testing Out By Type of Program and Home Language

Home Language: CHINESE



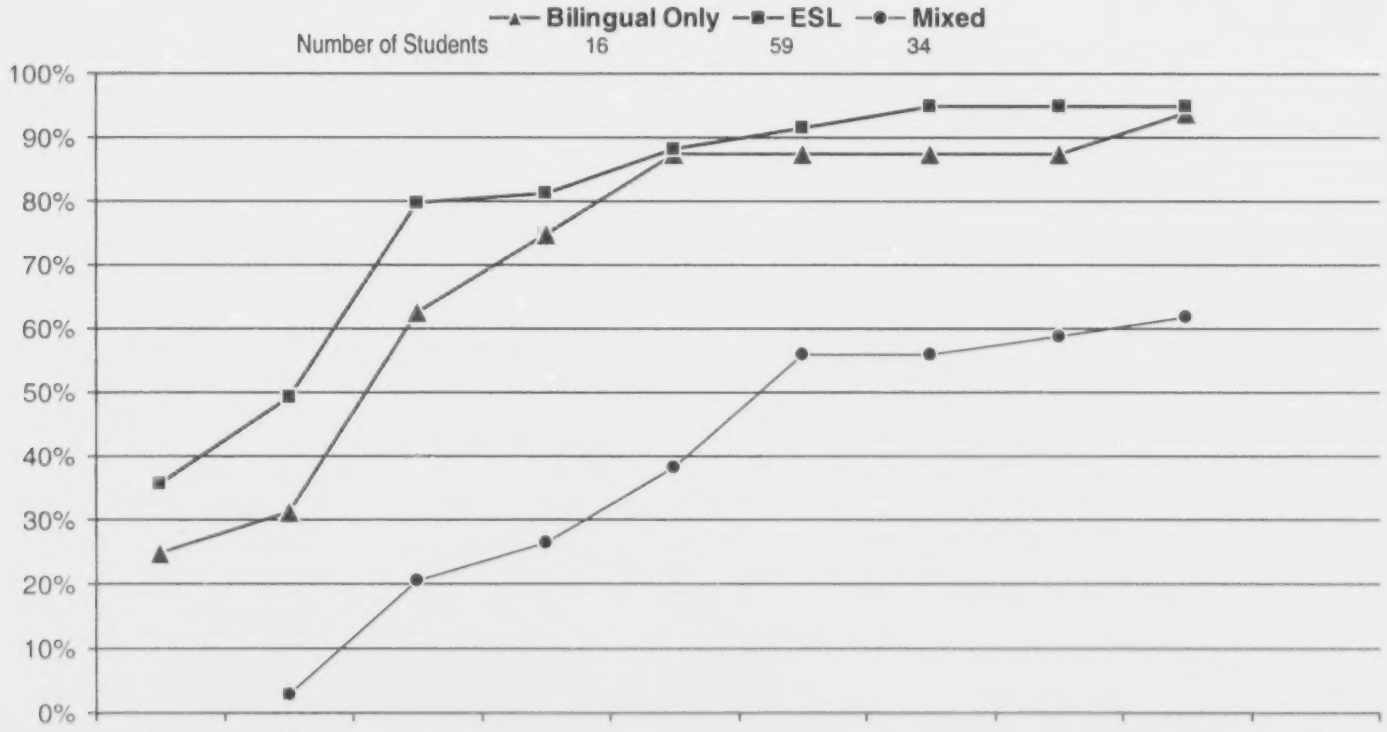
	'91	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	66.7%	11.6%	14.3%	3.7%	1.1%	2.1%	0.0%	0.0%	0.0%	0.5%
ESL	40.8%	21.7%	24.8%	3.5%	2.7%	2.7%	1.5%	0.6%	0.8%	1.0%
Mixed		12.4%	38.0%	4.7%	9.3%	9.3%	5.4%	1.6%	1.6%	17.8%

Figure 13

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN KINDERGARTEN

Cumulative Percent Testing Out By Type of Program and Home Language

Home Language: HAITIAN



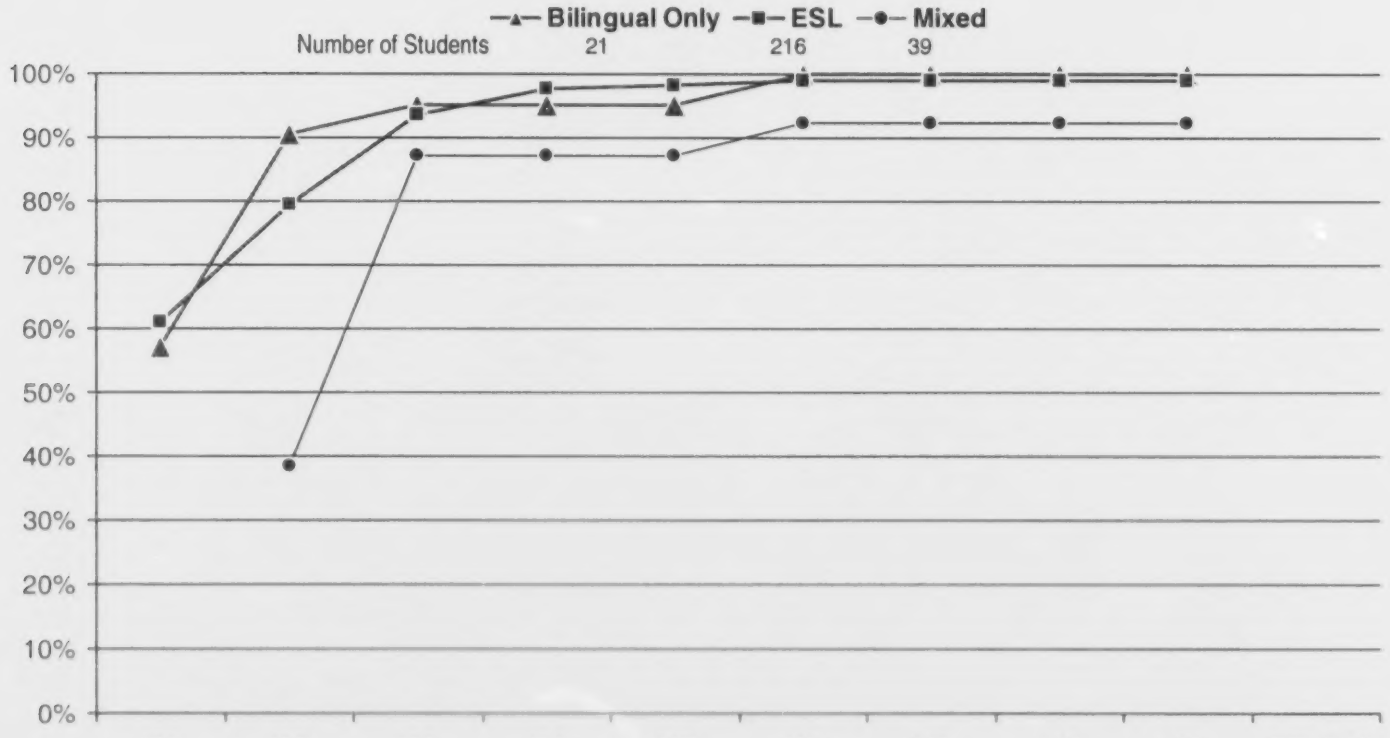
Bilingual Only	**25.0%**	**6.3%**	**31.3%**	**12.5%**	**12.5%**	**0.0%**	**0.0%**	**0.0%**	**6.3%**	**6.3%**
ESL	**35.6%**	**13.6%**	**30.5%**	**1.7%**	**6.8%**	**3.4%**	**3.4%**	**0.0%**	**0.0%**	**5.1%**
Mixed		**2.9%**	**17.6%**	**5.9%**	**11.8%**	**17.6%**	**0.0%**	**2.9%**	**2.9%**	**38.2%**

Figure 14

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN KINDERGARTEN

Cumulative Percent Testing Out By Type of Program and Home Language

Home Language: KOREAN



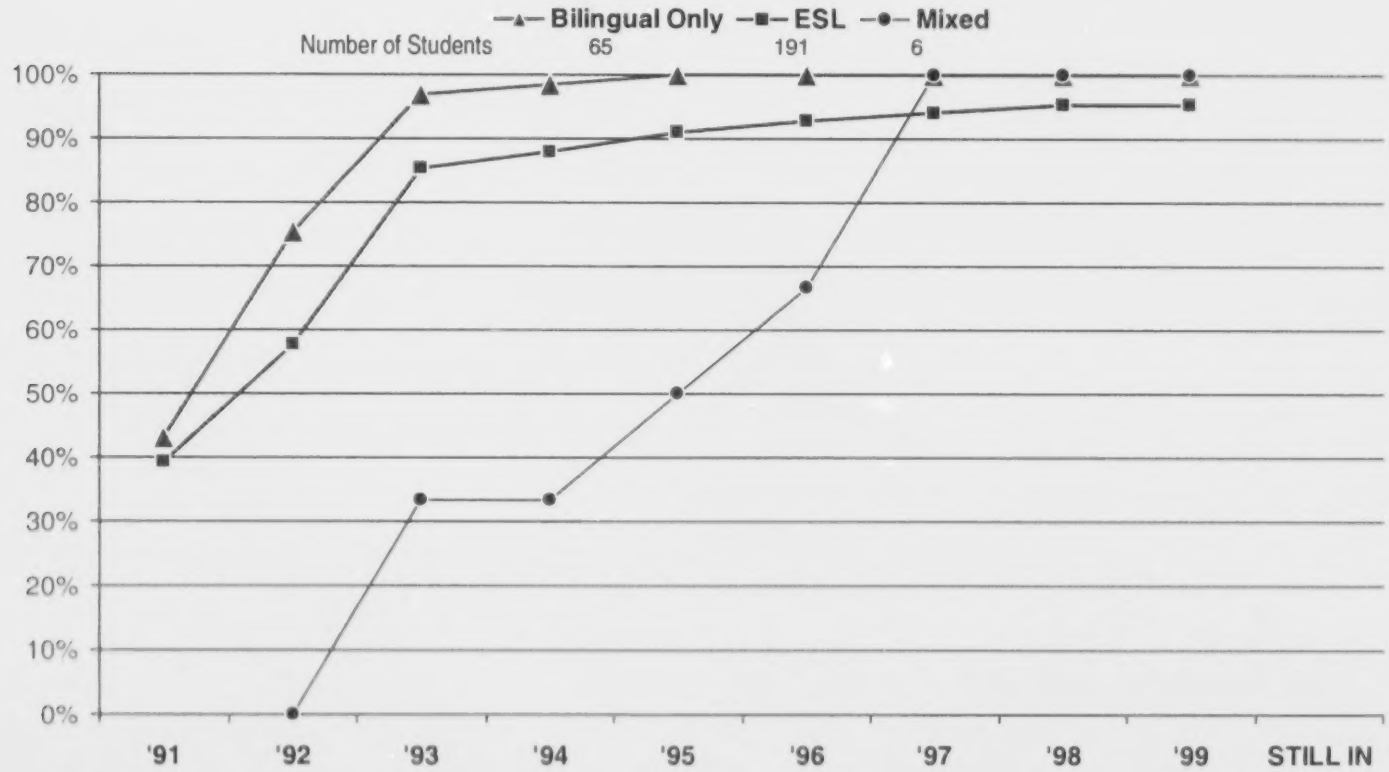
	'91	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	57.1%	33.3%	4.8%	0.0%	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%
ESL	61.1%	18.5%	13.9%	4.2%	0.5%	0.9%	0.0%	0.0%	0.0%	0.9%
Mixed		38.5%	48.7%	0.0%	0.0%	5.1%	0.0%	0.0%	0.0%	7.7%

Figure 15

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN KINDERGARTEN

Cumulative Percent Testing Out By Type of Program and Home Language

Home Language: RUSSIAN



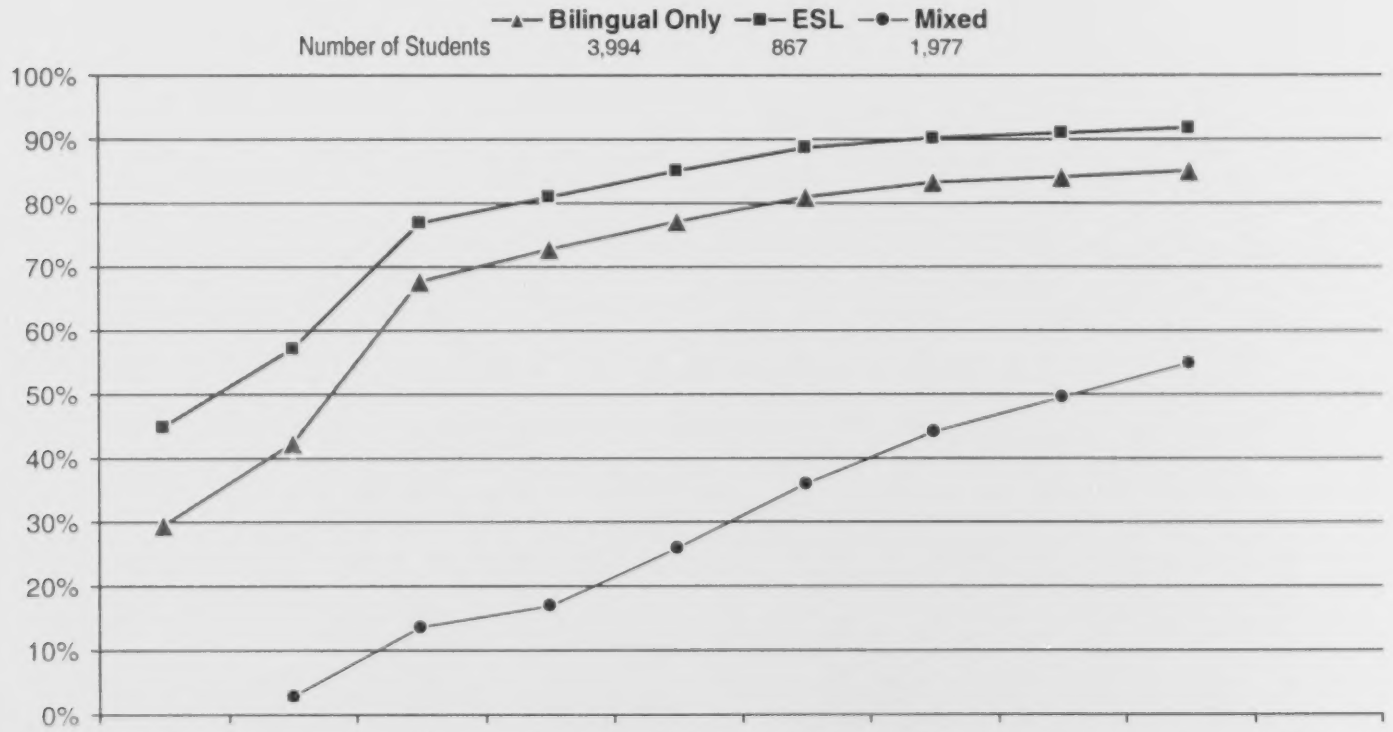
	'91	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	43.1%	32.3%	21.5%	1.5%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%
ESL	39.3%	18.3%	27.7%	2.6%	3.1%	1.6%	1.6%	1.0%	0.0%	4.7%
Mixed		0.0%	33.3%	0.0%	16.7%	16.7%	33.3%	0.0%	0.0%	0.0%

Figure 16

LONGITUDINAL PROGRESS
OF A COHORT OF ENGLISH LANGUAGE LEARNERS
BEGINNING IN KINDERGARTEN

Cumulative Percent Testing Out By Type of Program and Home Language

Home Language: SPANISH



	'91	'92	'93	'94	'95	'96	'97	'98	'99	STILL IN
Bilingual Only	29.4%	12.9%	25.5%	4.9%	4.5%	3.8%	2.3%	0.8%	1.1%	14.8%
ESL	44.8%	12.5%	19.8%	4.0%	4.2%	3.5%	1.6%	0.6%	1.0%	8.1%
Mixed		2.8%	10.9%	3.1%	9.2%	9.8%	8.1%	5.4%	5.6%	45.1%

Figure 17

Characteristics of ELLs Who Exited Early, Exited Late and Never From Bilingual/ESL Programs

Figures 18 - 20

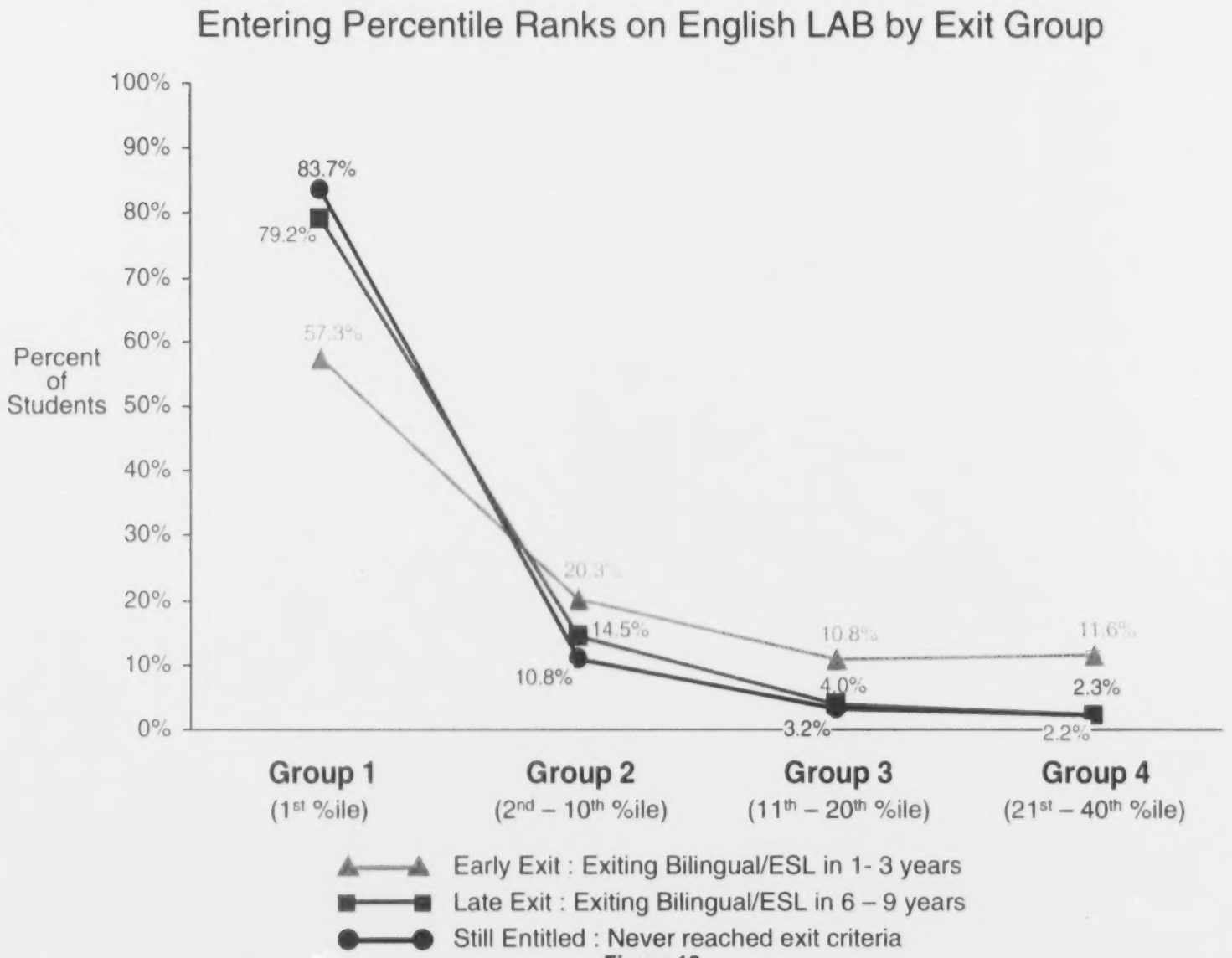


Figure 18

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Entering Percentile Ranks on the Spanish LAB by Exit Group

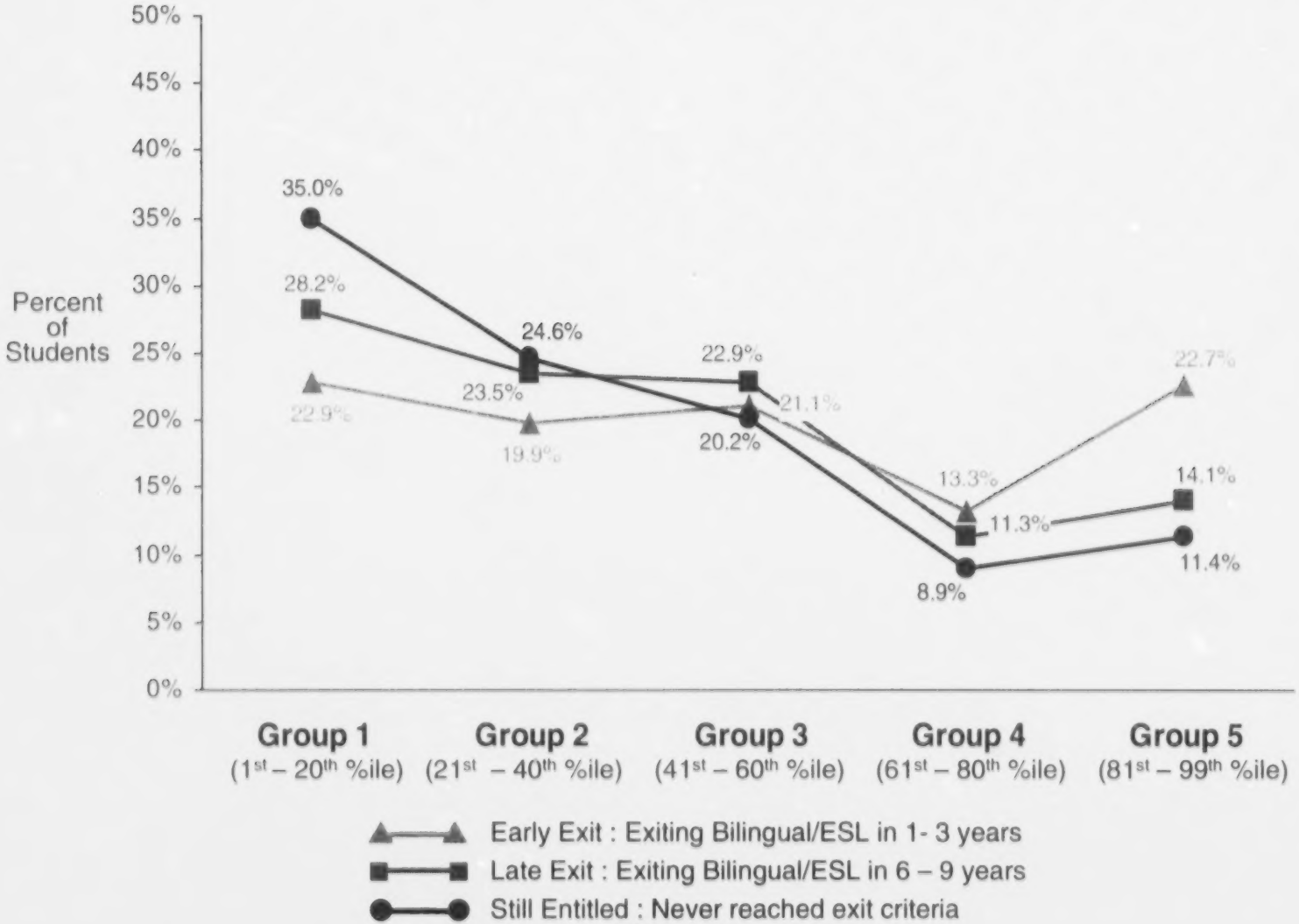

Figure 19

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Percent of ELL Cohorts in Special Education by Exit Group

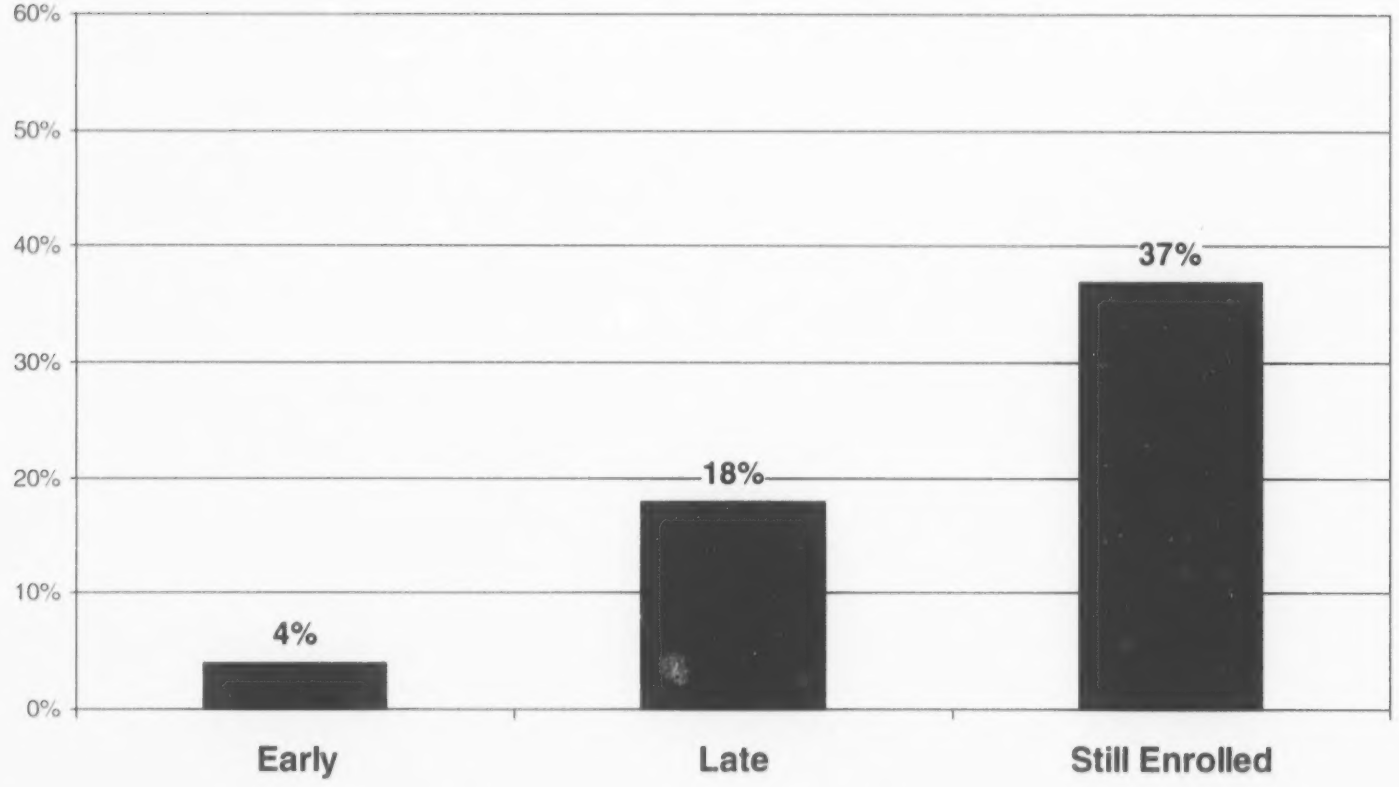

Figure 20

1998 Standardized Test Performance by Year of Program Exit

Figures 21 - 28

1998 Citywide Reading Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement
PK/K Cohort 1990-91

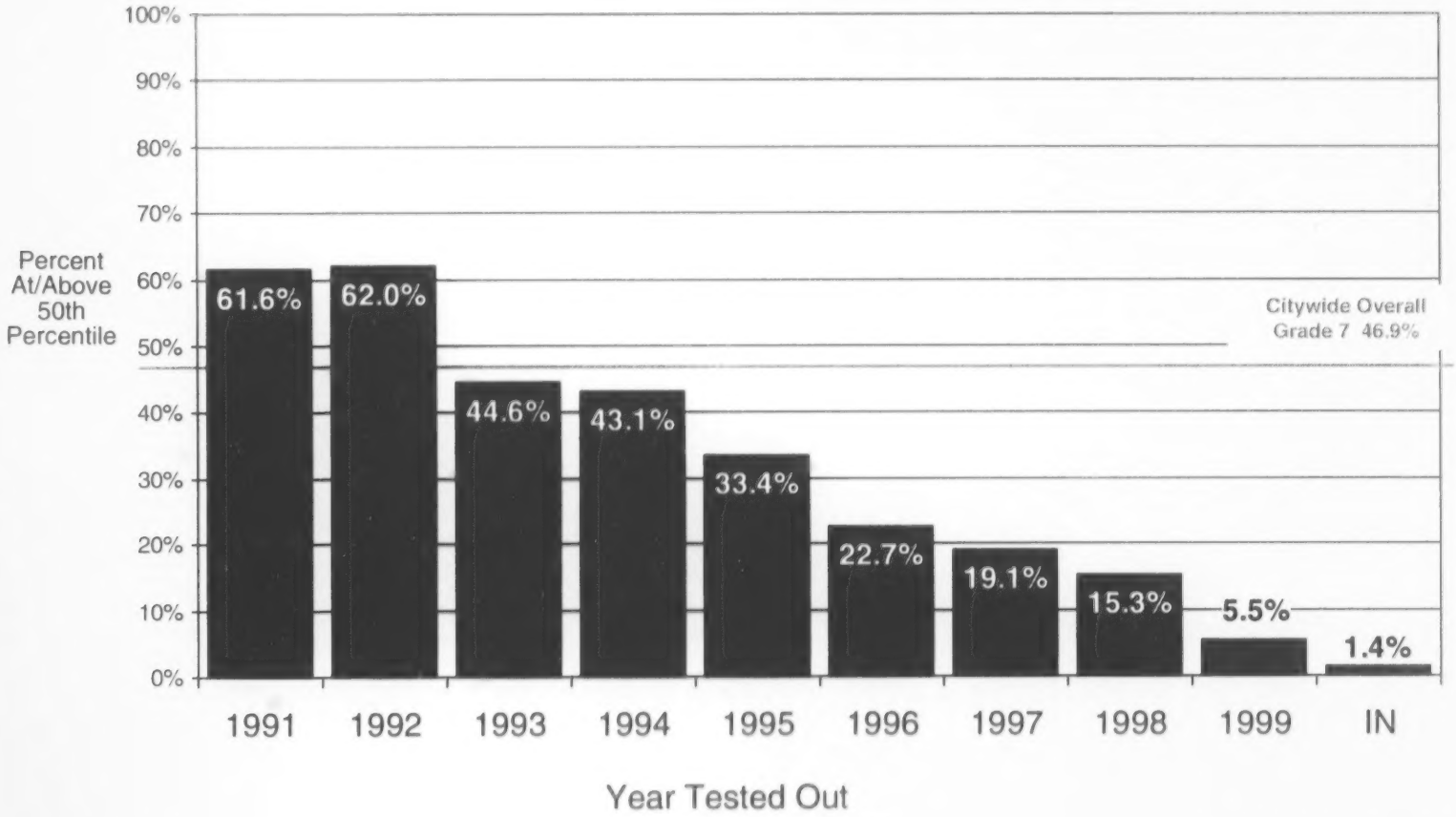

Figure 21

1998 Citywide Reading Test Performance by Year of Testing Out of Bilingual/ESL Entitlement Grade 1 Cohort 1990-91

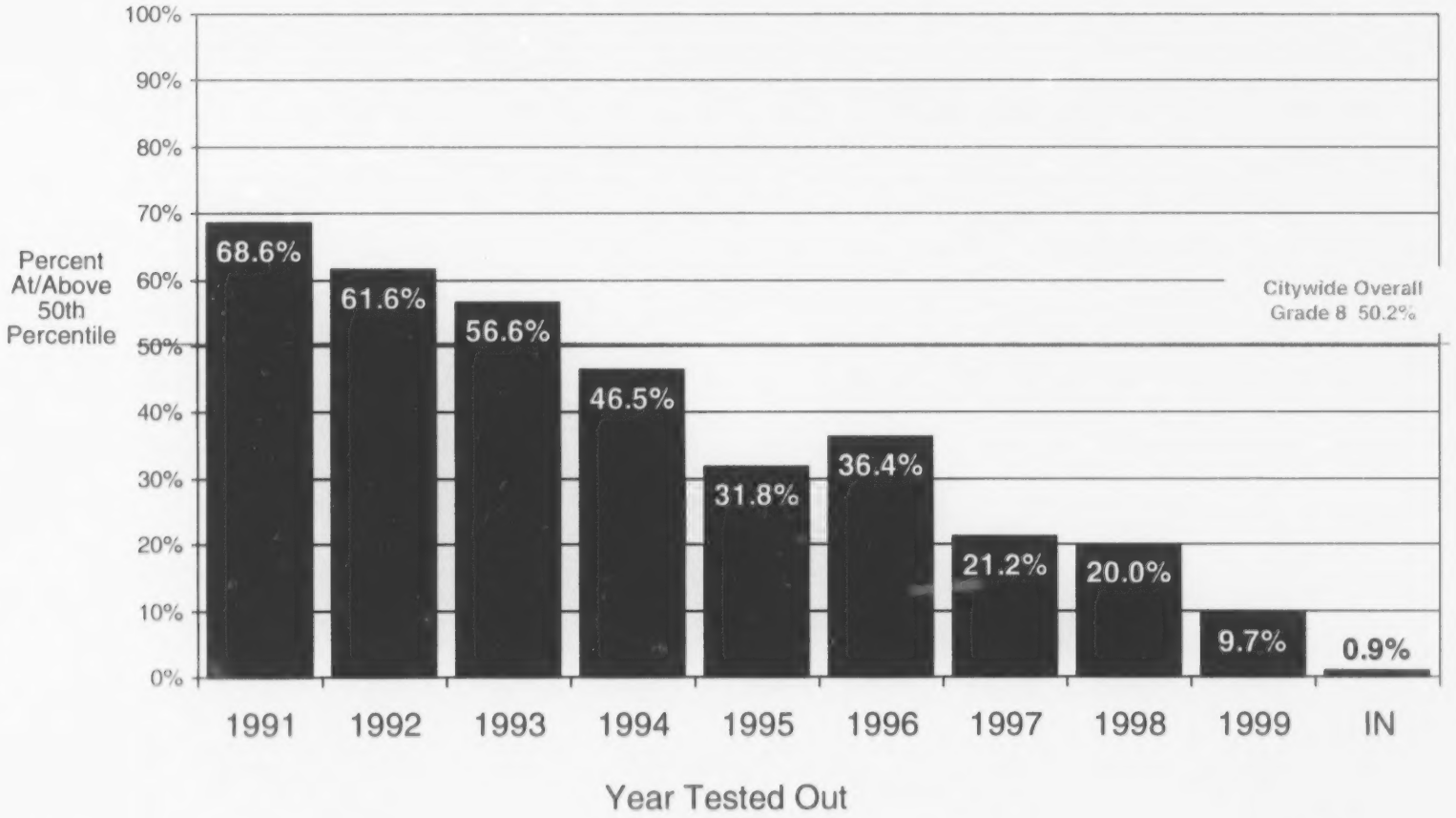

Figure 22

1998 Citywide Reading Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement
Grade 2 Cohort 1991-92

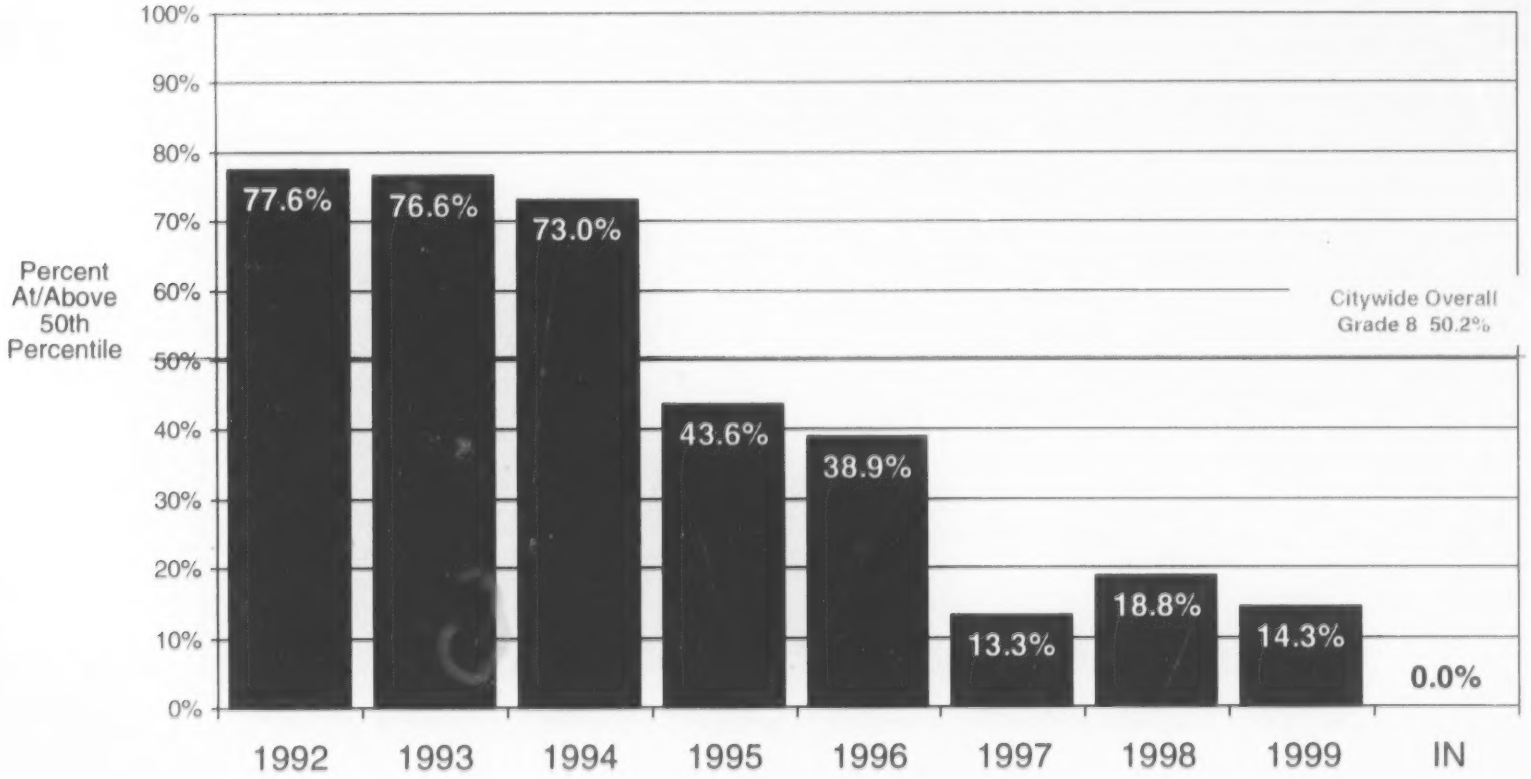

Figure 23

1998 Citywide Math Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement
PK/K Cohort 1990-91

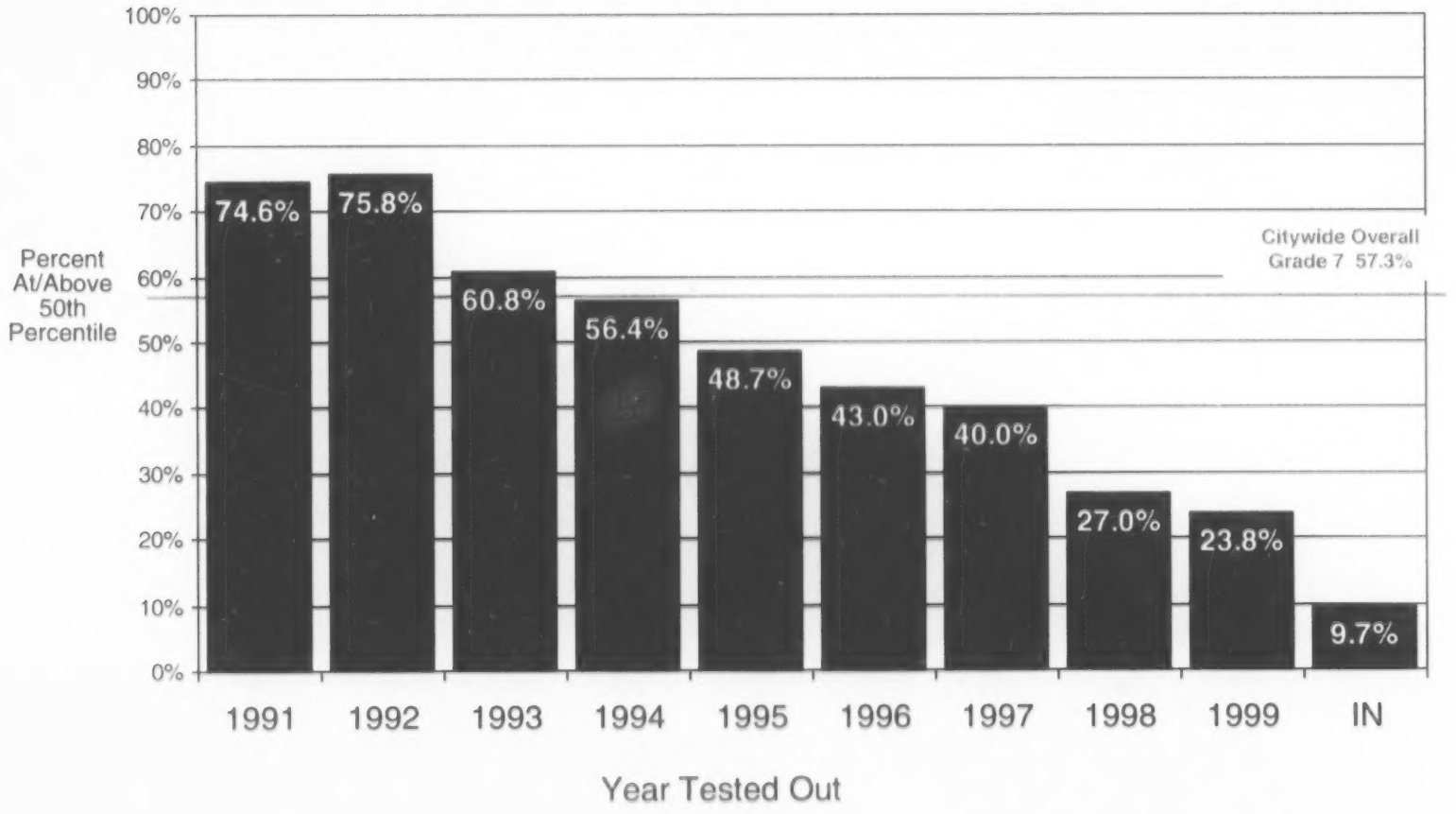

Figure 24

1998 Citywide Math Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement
Grade 1 Cohort 1990-91

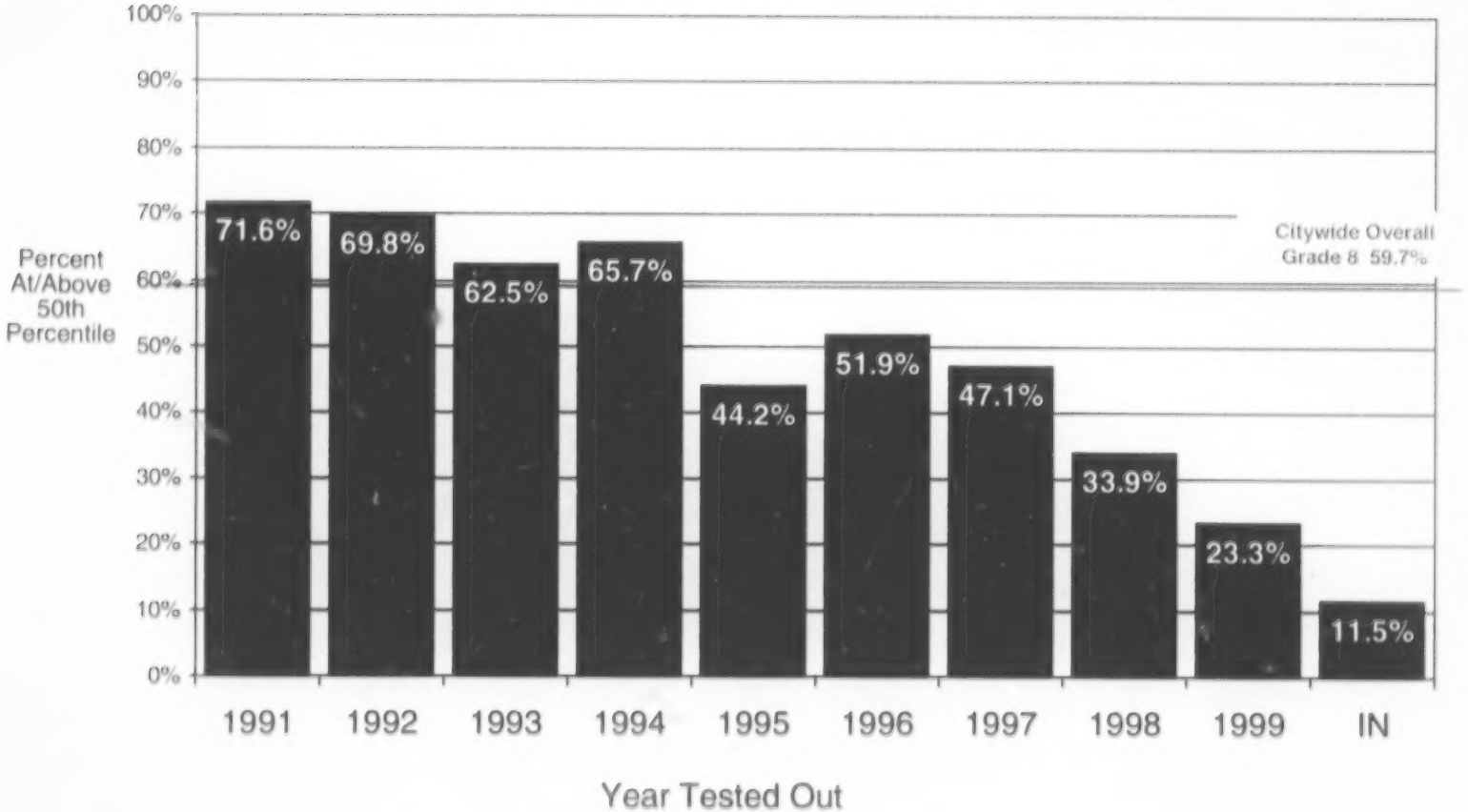

Figure 25

1998 Citywide Math Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement
Grade 2 Cohort 1990-91

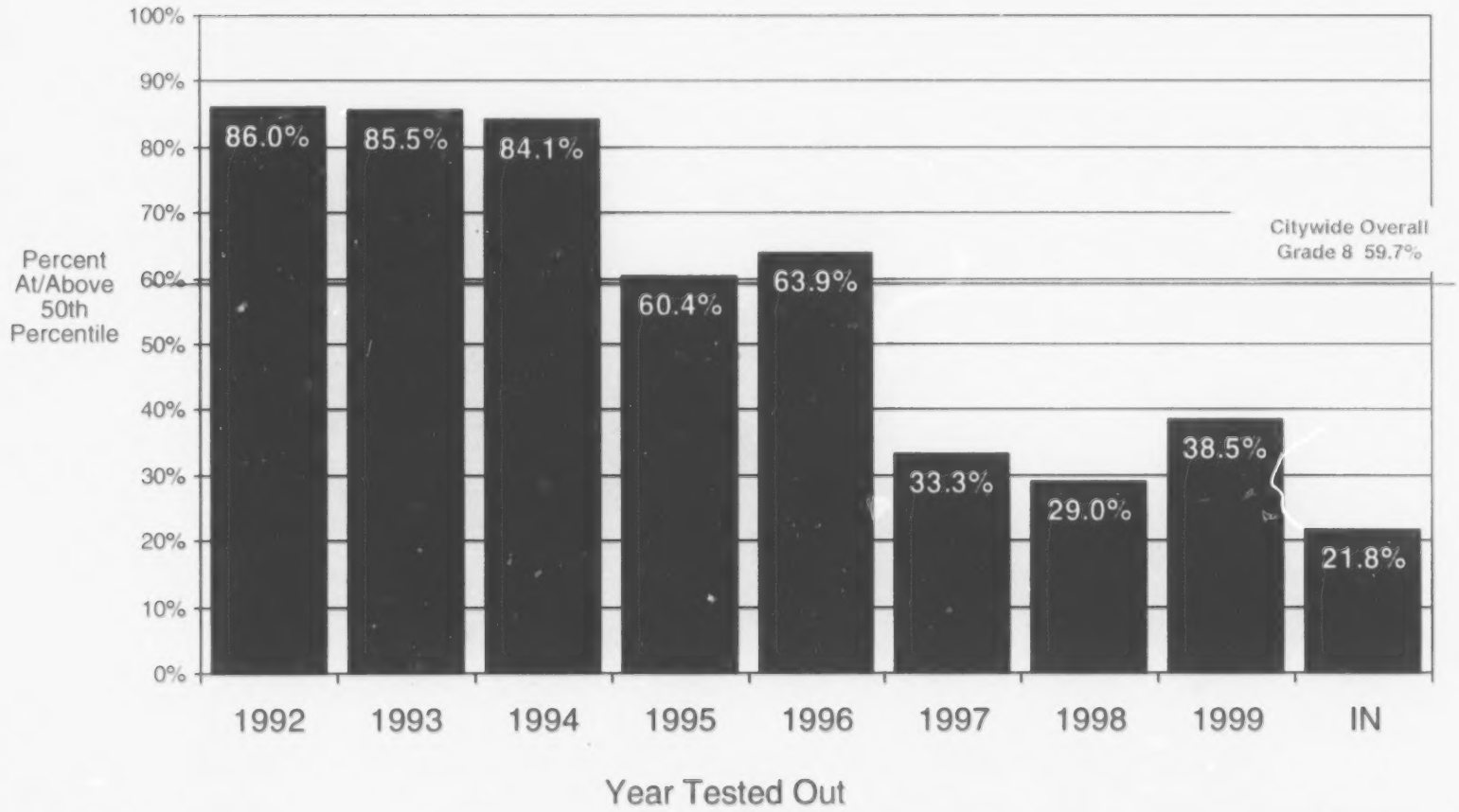

Figure 26

1998 Reading Quartile Distribution
by Year of Testing Out of Bilingual/ESL Entitlement
PK/K Cohort 1990-91

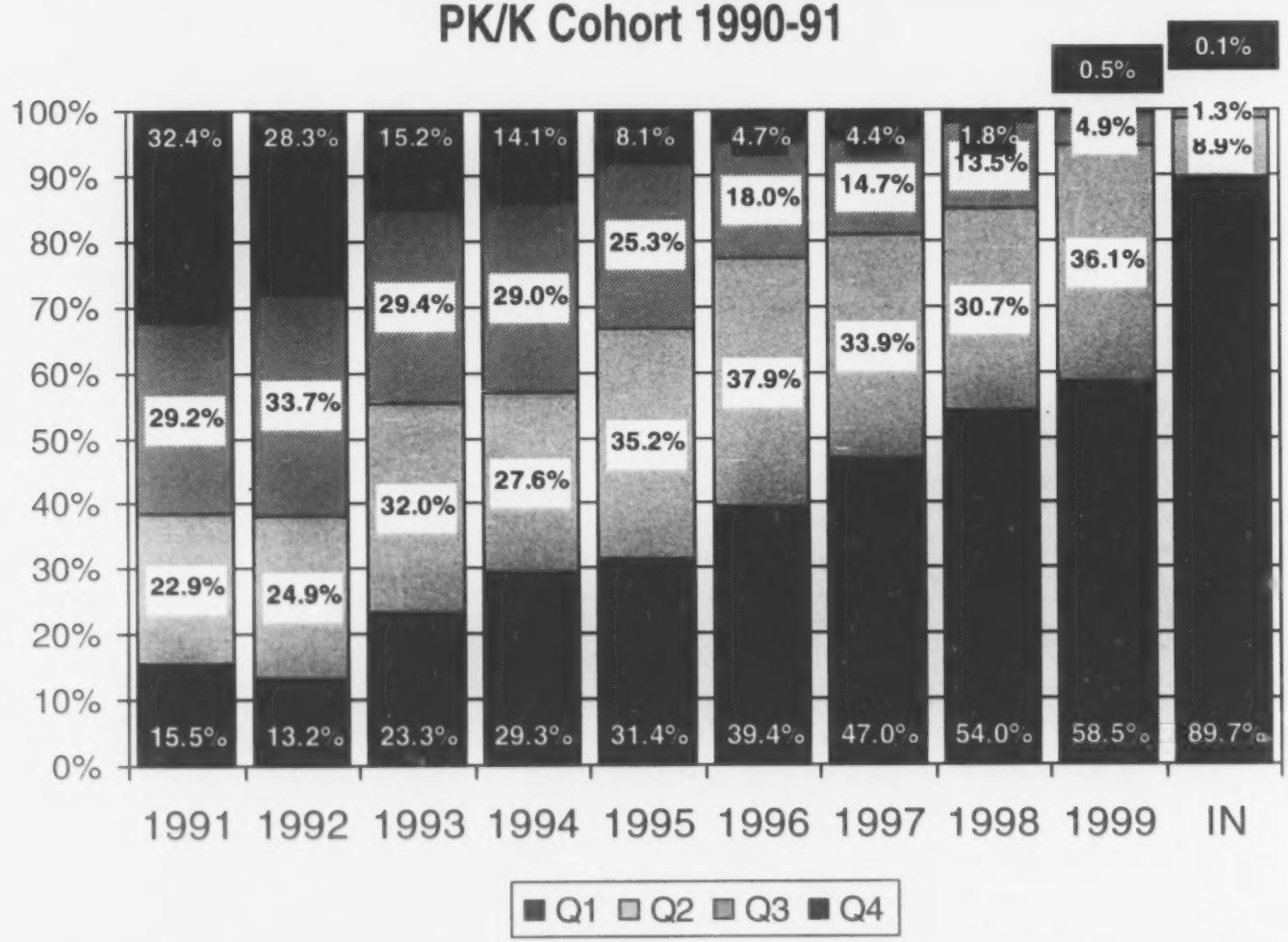

Figure 27

1998 Math Quartile Distribution
by Year of Testing Out of Bilingual/ESL Entitlement
PK/K Cohort 1990-91

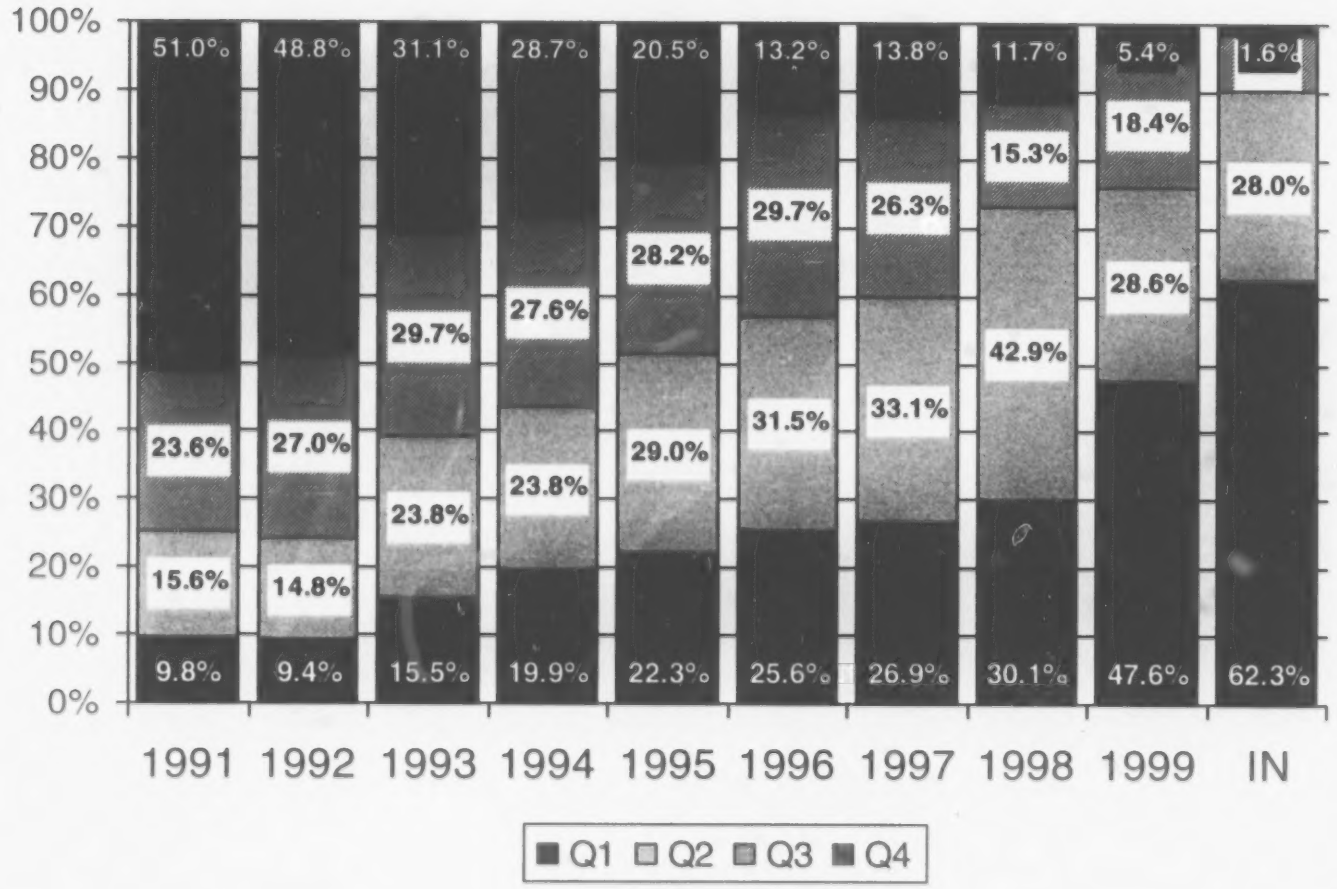

Figure 28

1998 Standardized Test Performance by Year of Exit and type of Program

Figures 29 - 40

1998 Citywide Reading Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement and Program Type
Kindergarten Cohort 1990-91

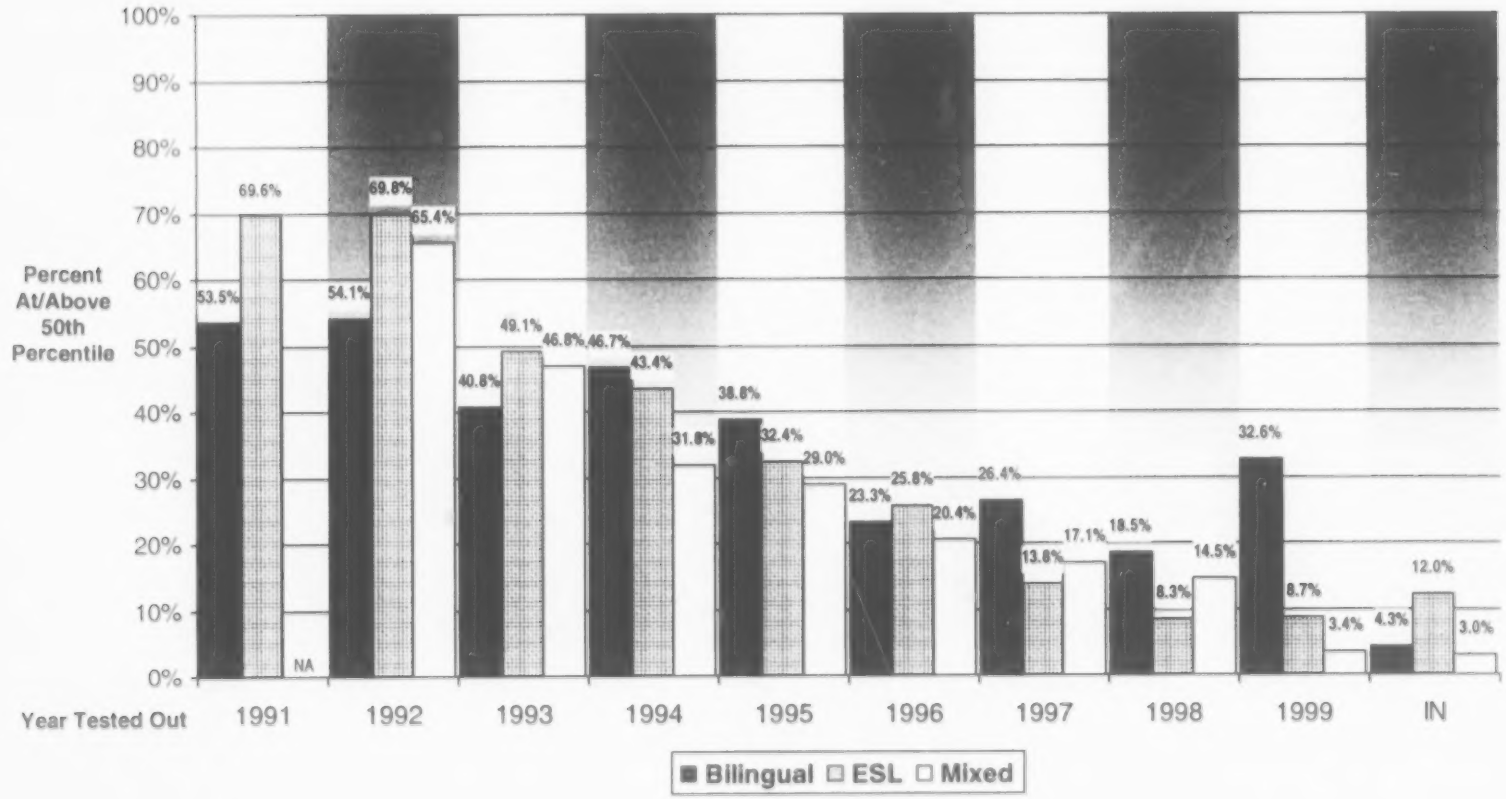

Figure 29

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1998 Citywide Reading Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement and Program Type
Grade 1 Cohort 1990-91

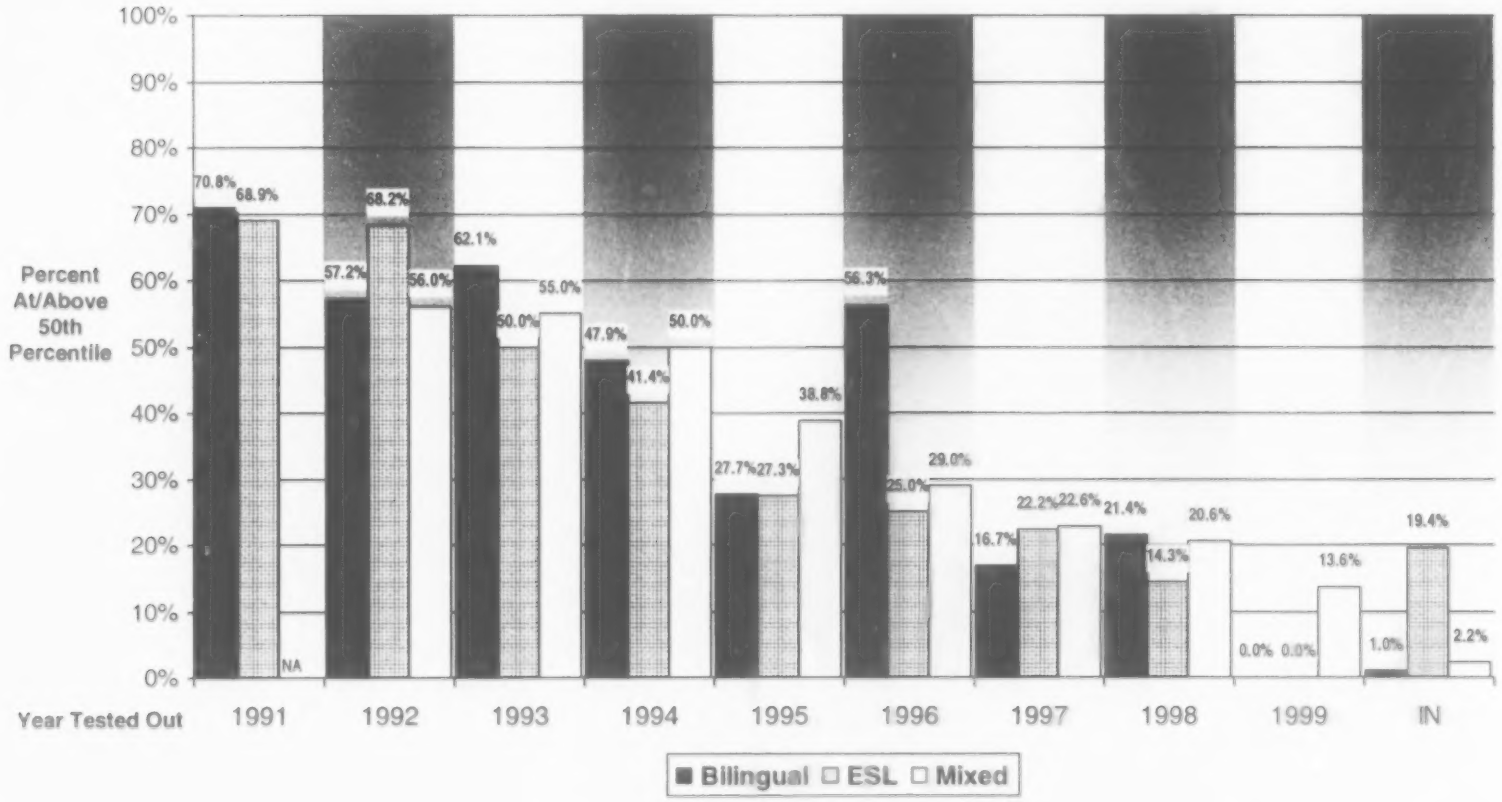


Figure 30

1998 Citywide Reading Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement and Program Type
Grade 2 Cohort 1990-91

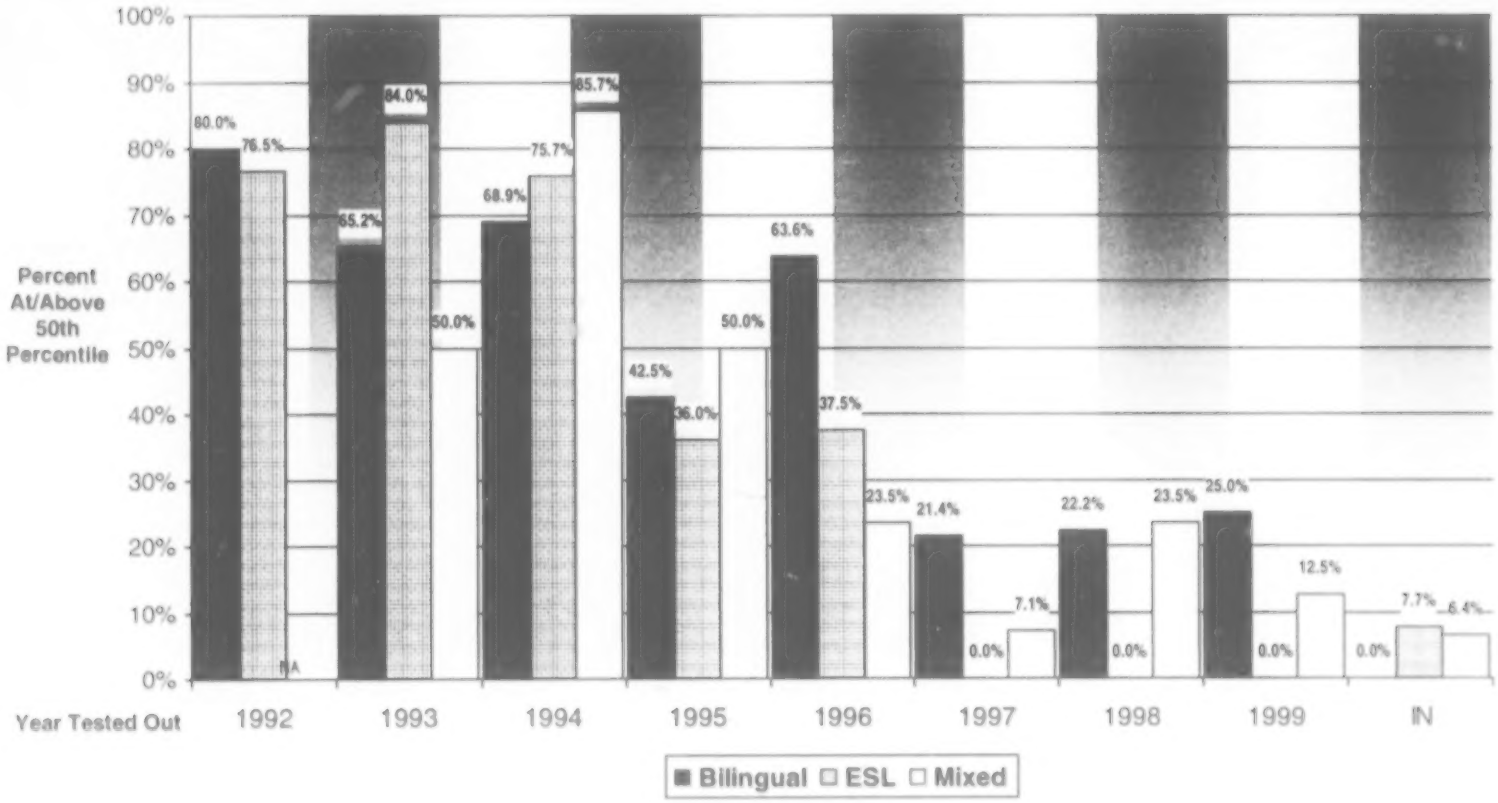


Figure 31

1998 Citywide Mathematics Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement and Program Type
Kindergarten Cohort 1990-91

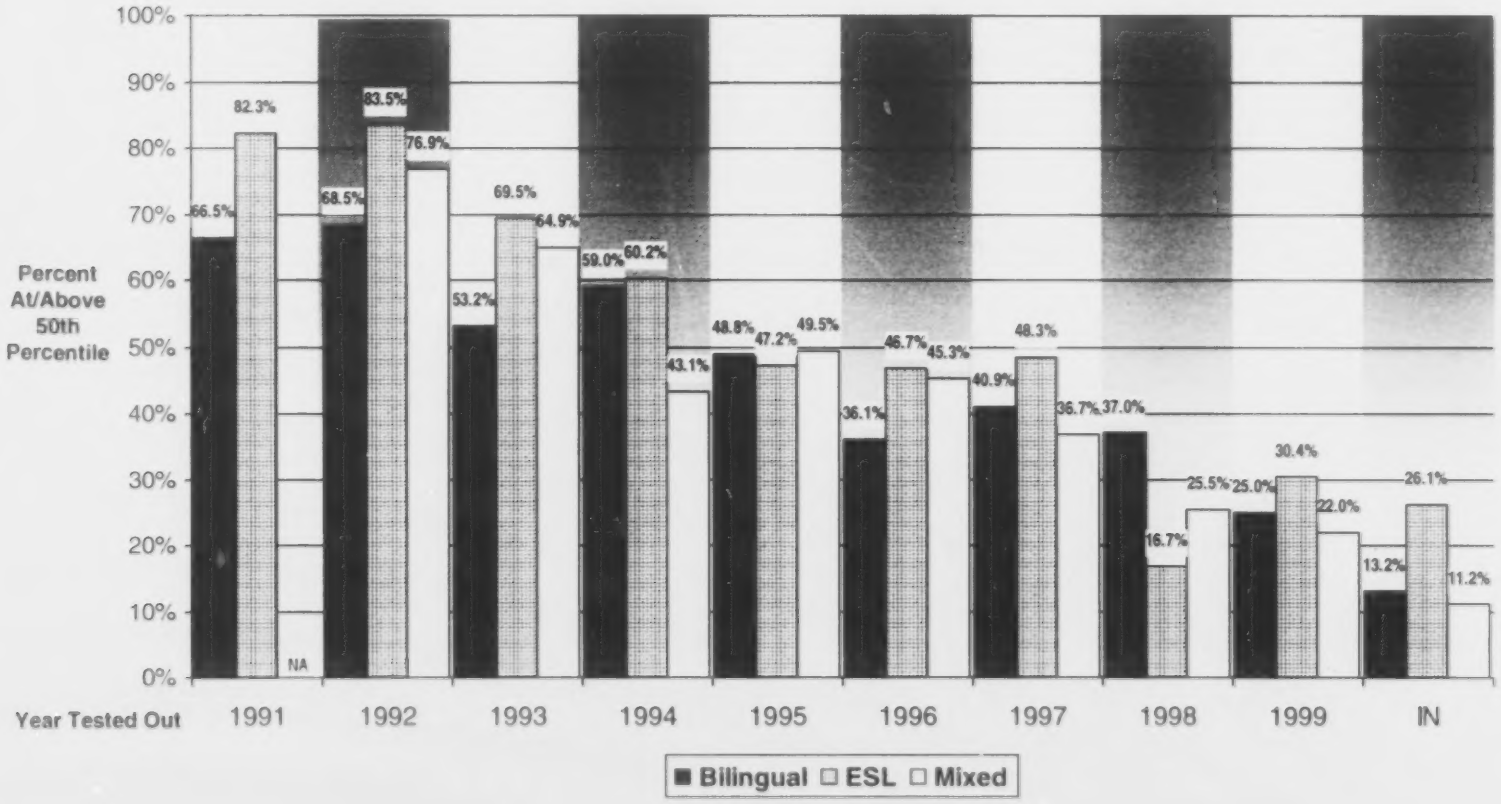


Figure 32

189

1998 Citywide Mathematics Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement and Program Type
Grade 1 Cohort 1990-91

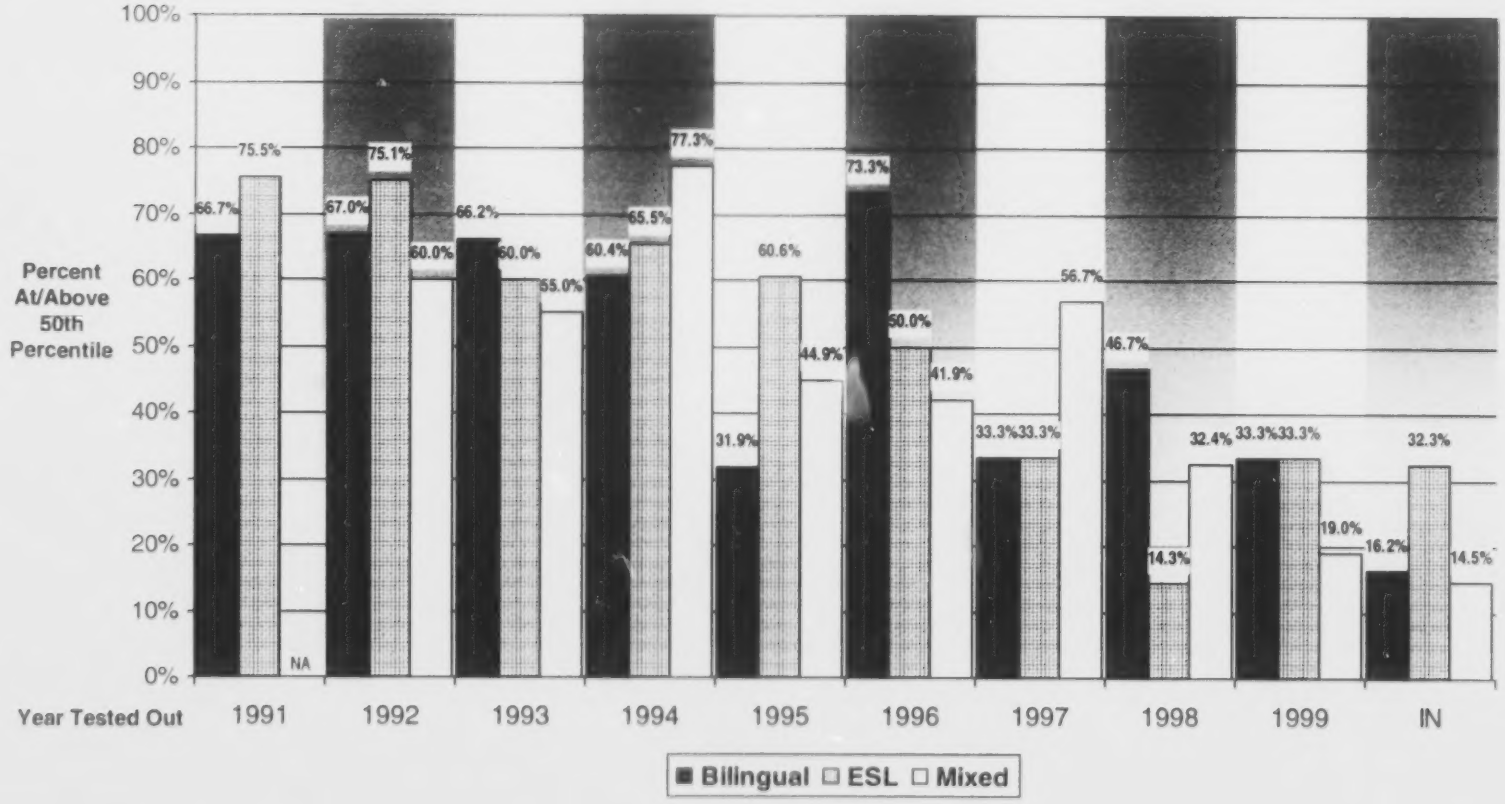


Figure 33

1998 Citywide Mathematics Test Performance
by Year of Testing Out of Bilingual/ESL Entitlement and Program Type
Grade 2 Cohort 1990-91

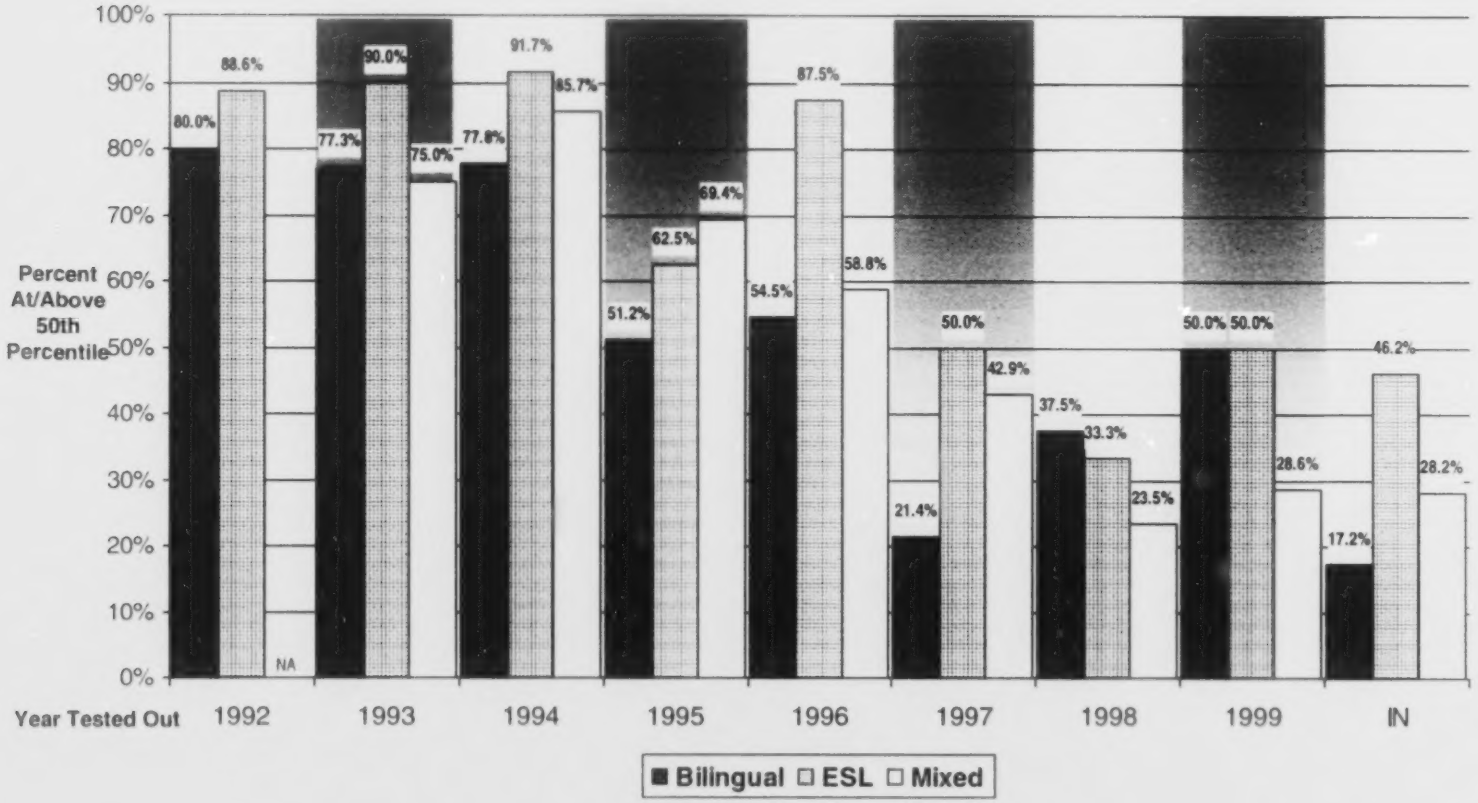


Figure 34

1998 Citywide Reading Test Performance of PK/K Cohort by Type of Program

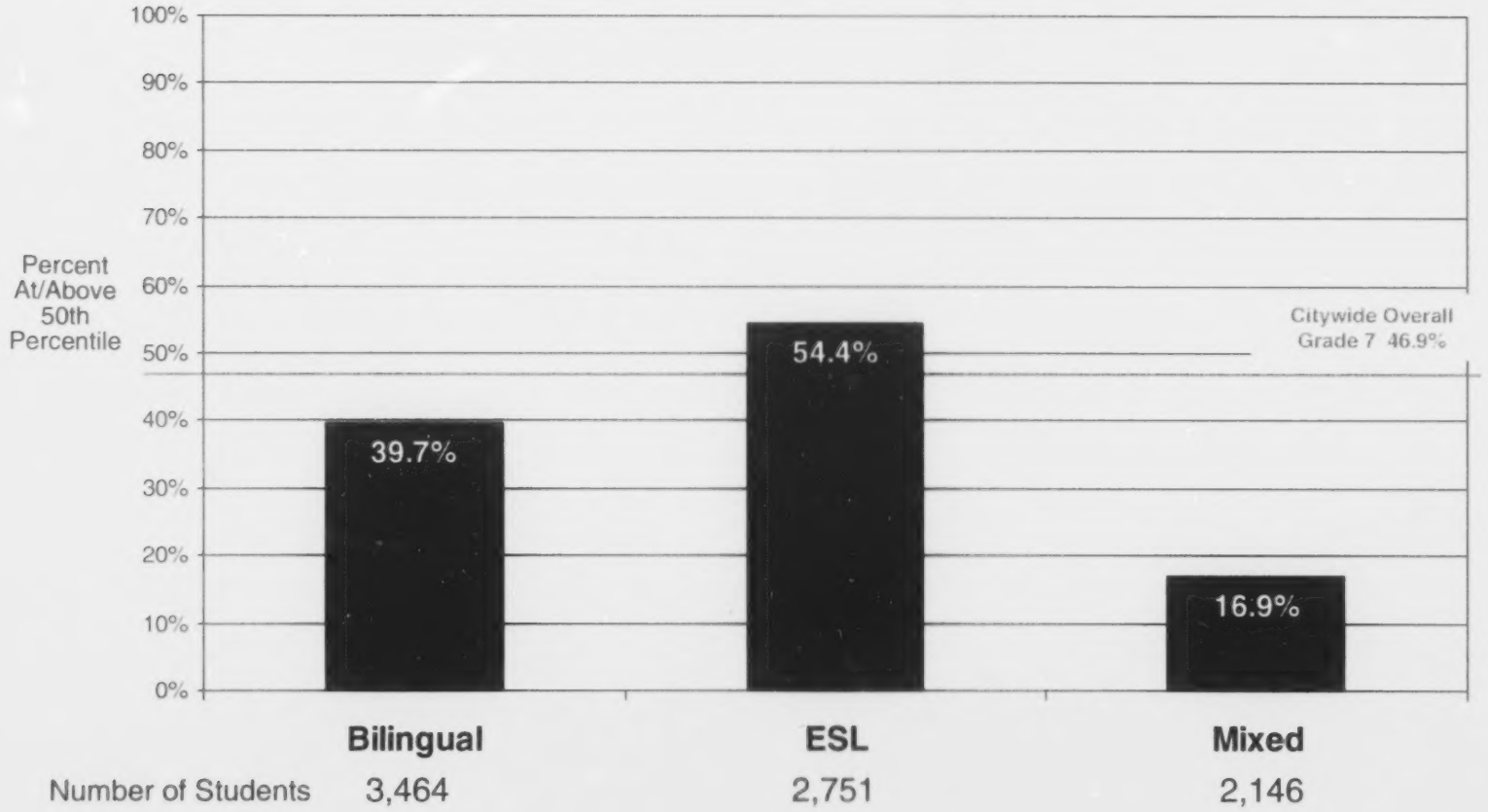


Figure 35

1998 Citywide Reading Test Performance of Grade 1 Cohort by Type of Program

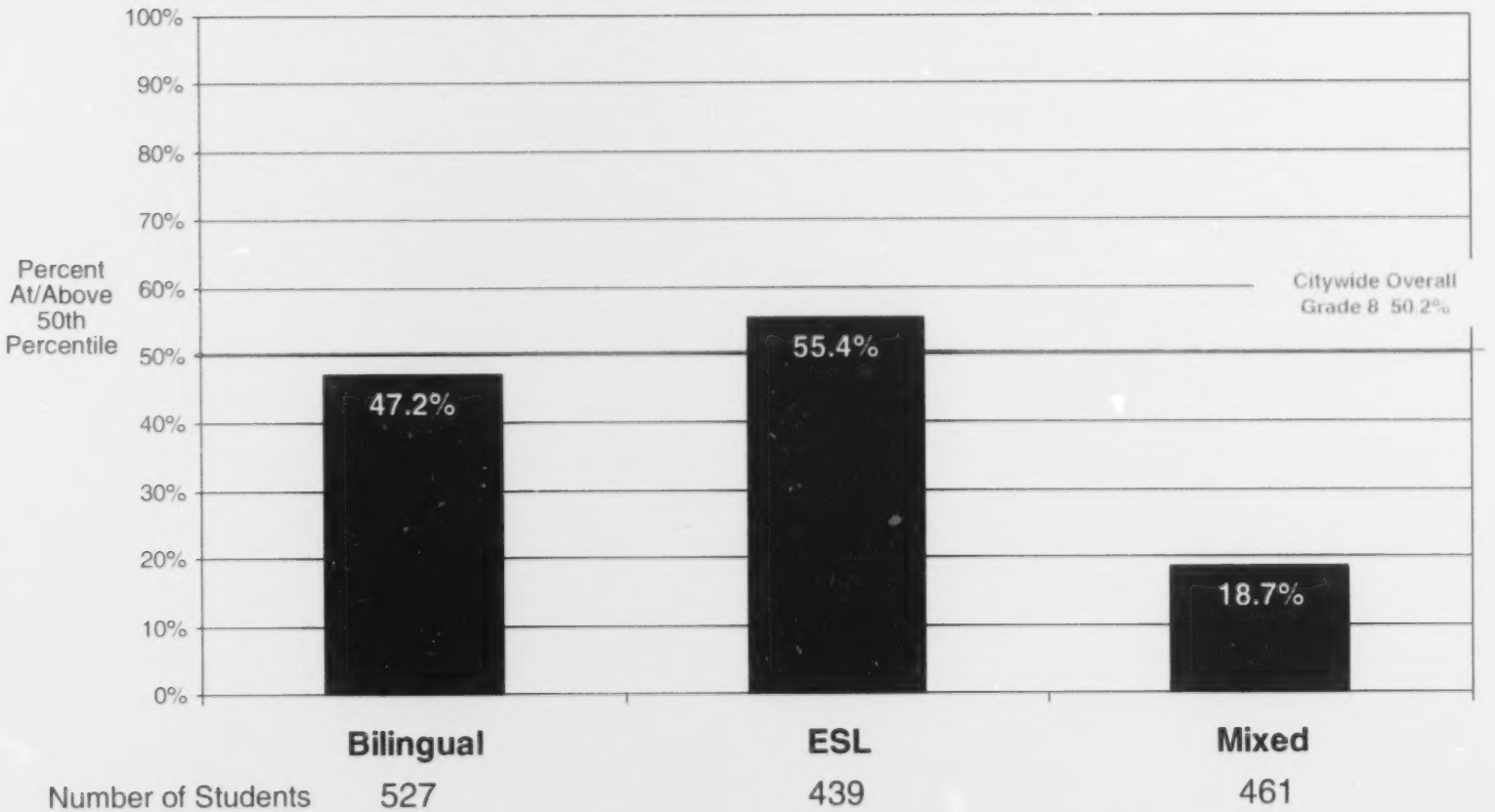


Figure 36

1998 Citywide Reading Test Performance of Grade 2 Cohort by Type of Program

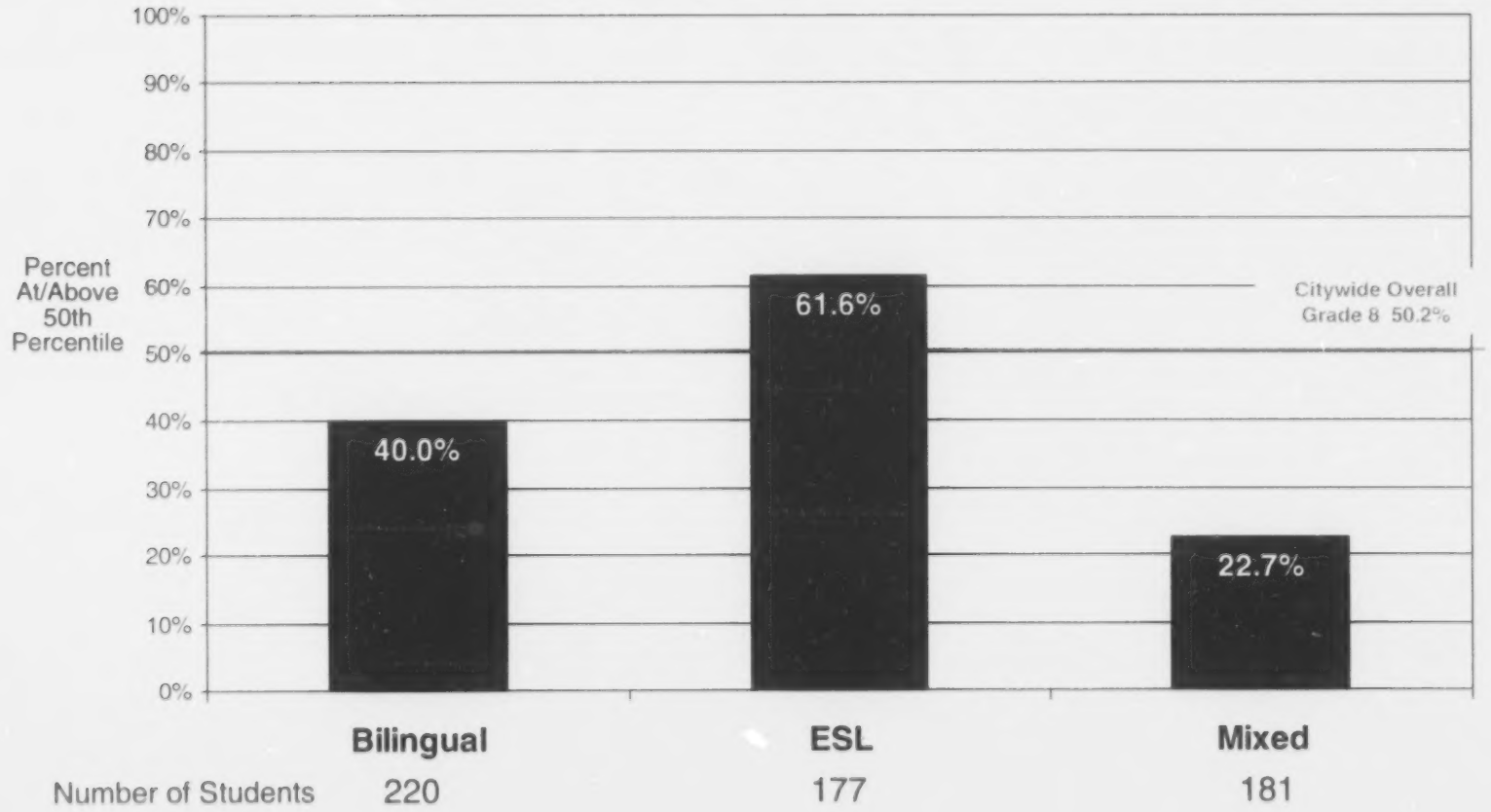


Figure 37

1998 Citywide Math Test Performance of PK/K Cohort by Type of Program

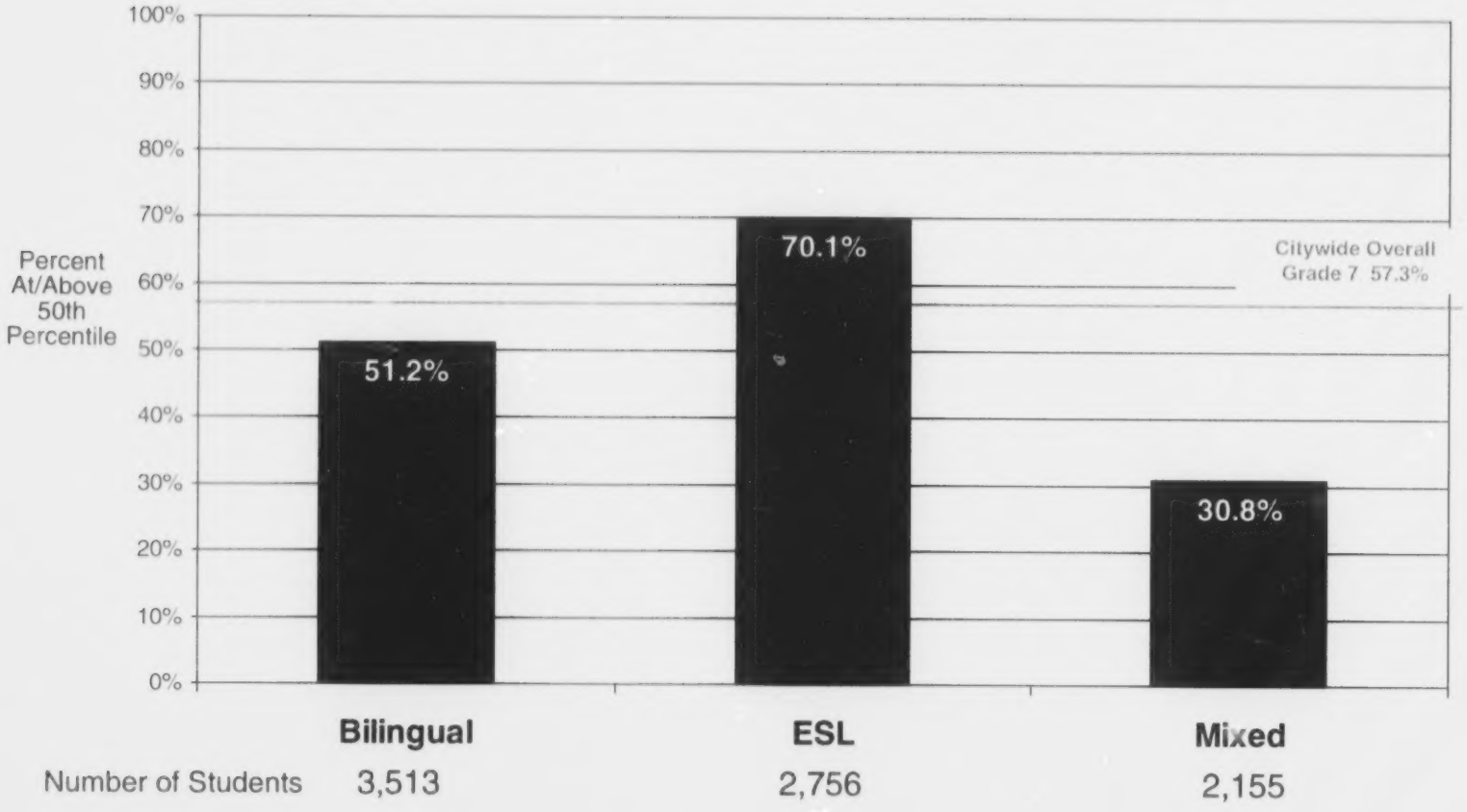


Figure 38

1998 Citywide Math Test Performance of Grade 1 Cohort by Type of Program

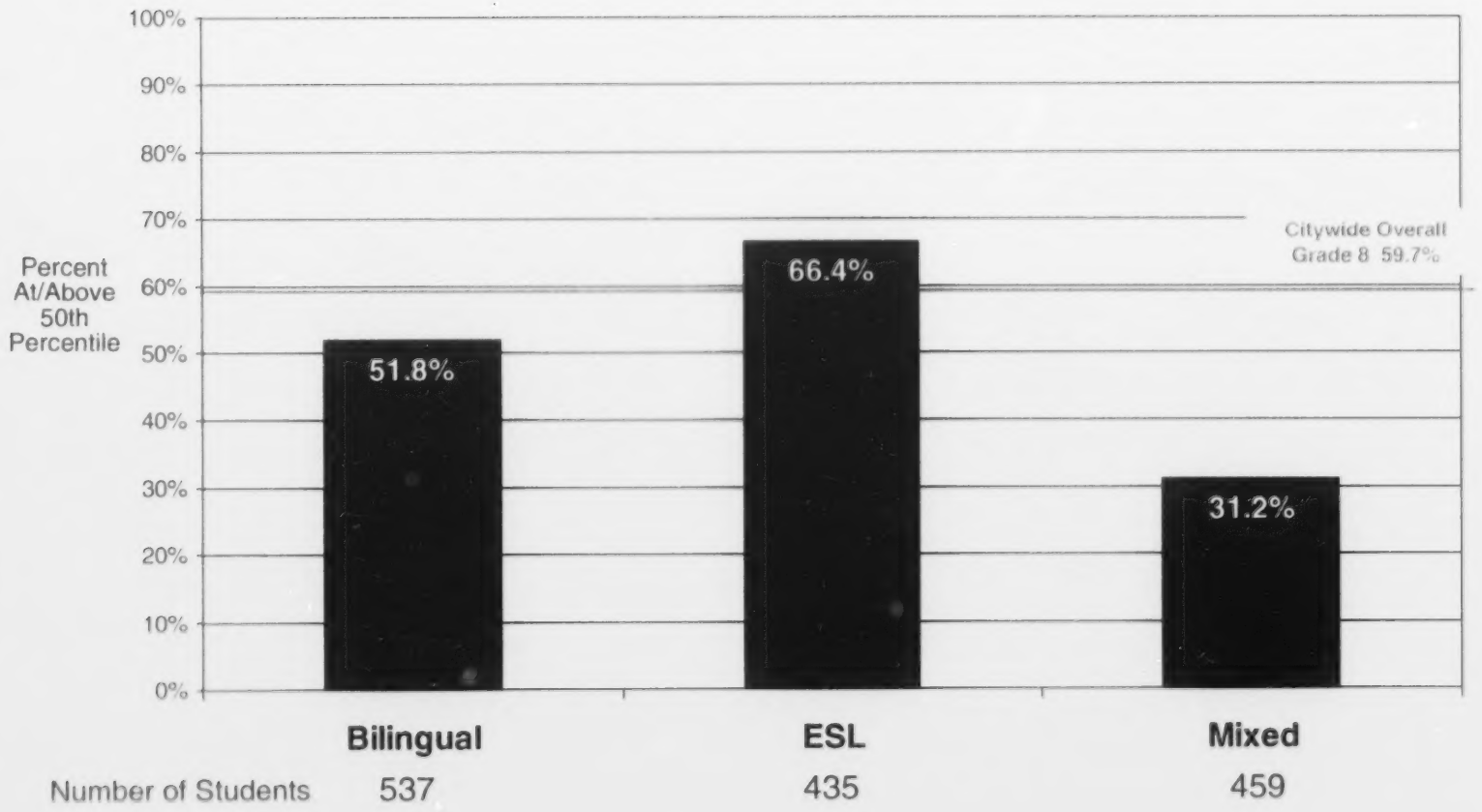


Figure 39

1998 Citywide Math Test Performance of Grade 2 Cohort by Type of Program

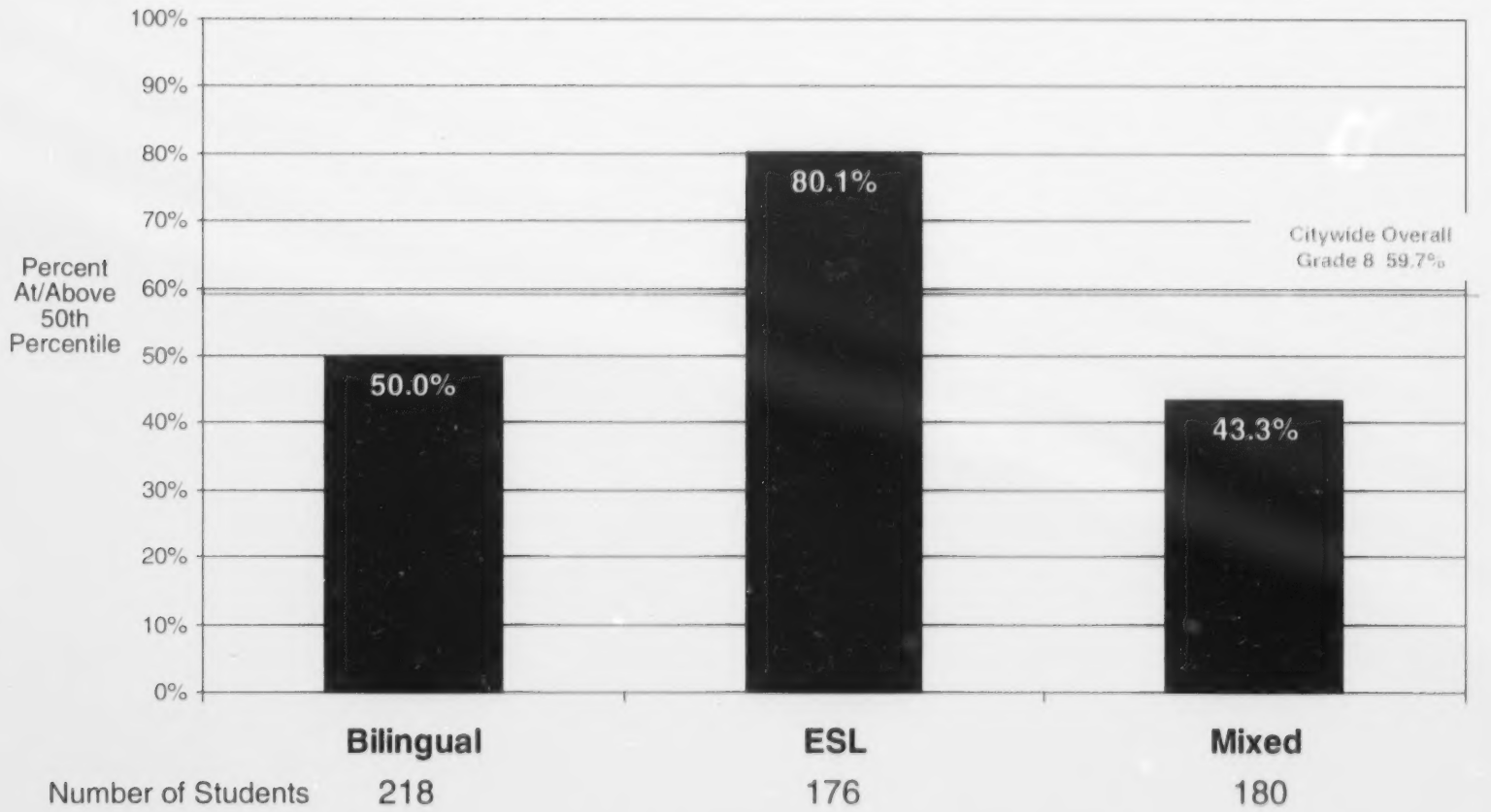


Figure 40

School Completion Outcomes

Figures 41-42

School Completion Status of ELLs Who Reached the Program Exit Criterion and Those Who Did Not

(Based on 607 Students Who Entered New York City Schools as Sixth Graders in Fall 1991)

Grade 6 Entrants

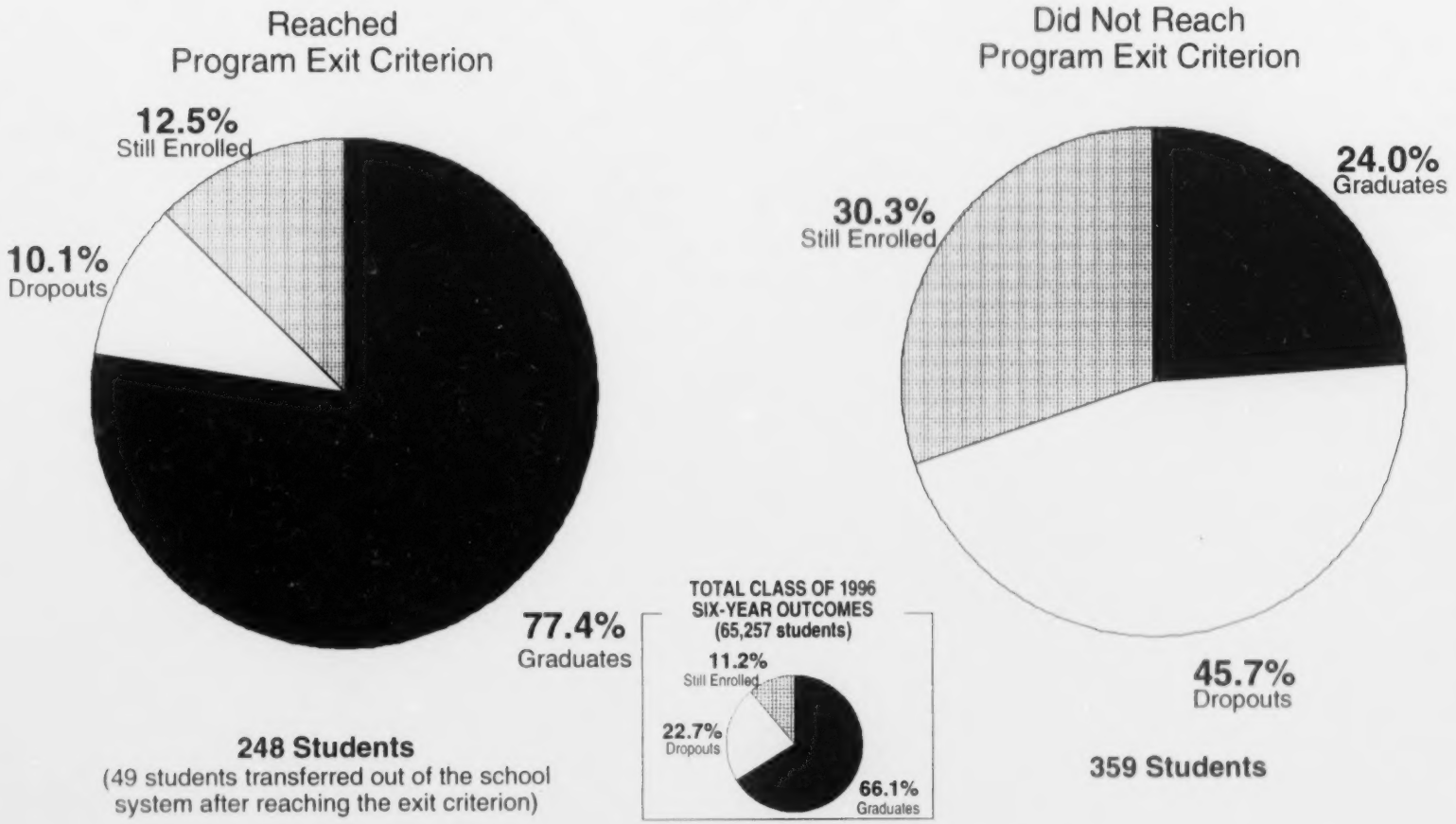


Figure 41

School Completion Status of ELLs Who Reached the Program Exit Criterion and Those Who Did Not

(Based on 1,380 Students Who Entered New York City Schools as Ninth Graders in Fall 1991)

Grade 9 Entrants

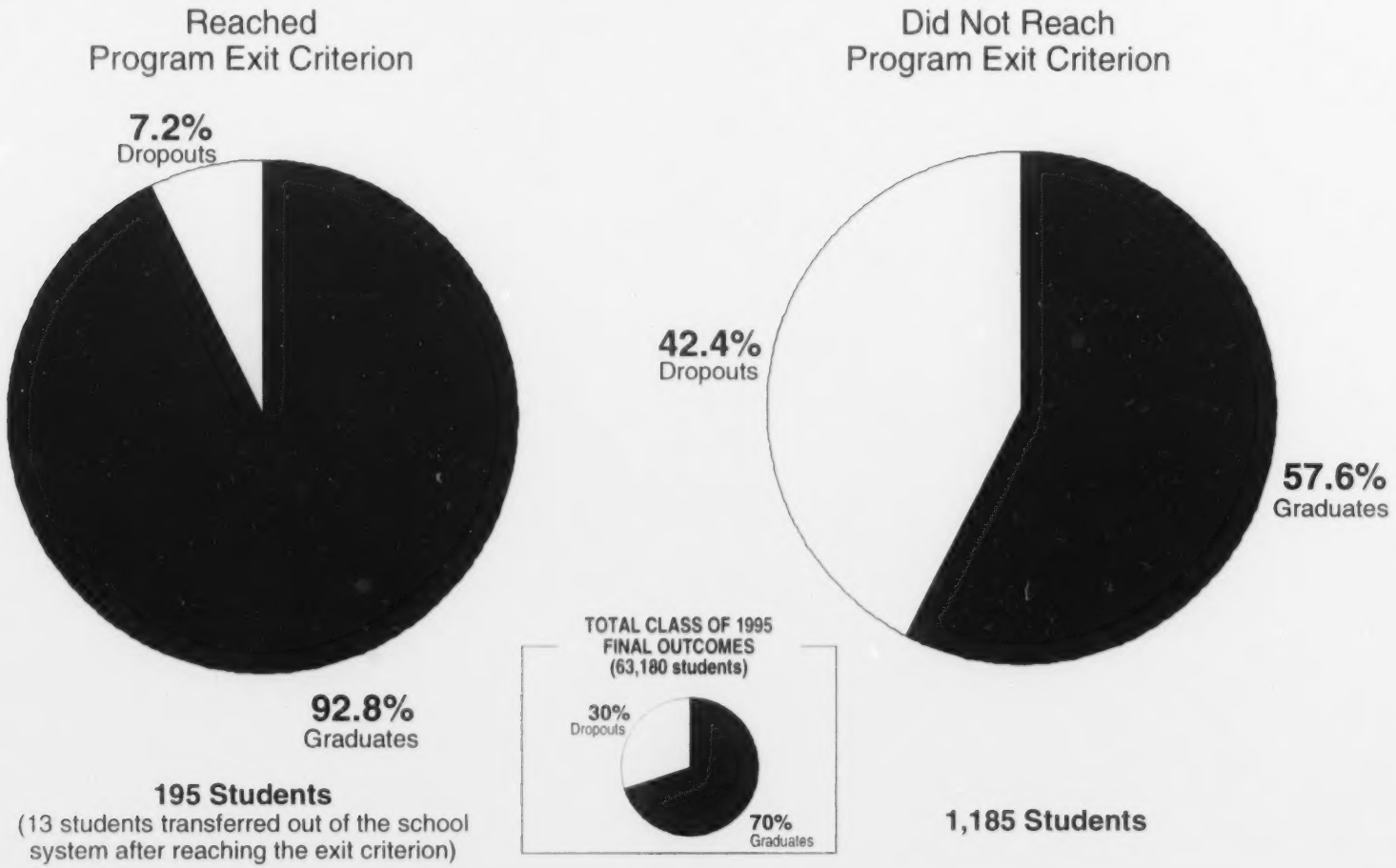


Figure 42

Appendix 3

Study 5 (part 1) Demographic and Performance Profile of English Language Learners on the English Regents Examination in January 1999

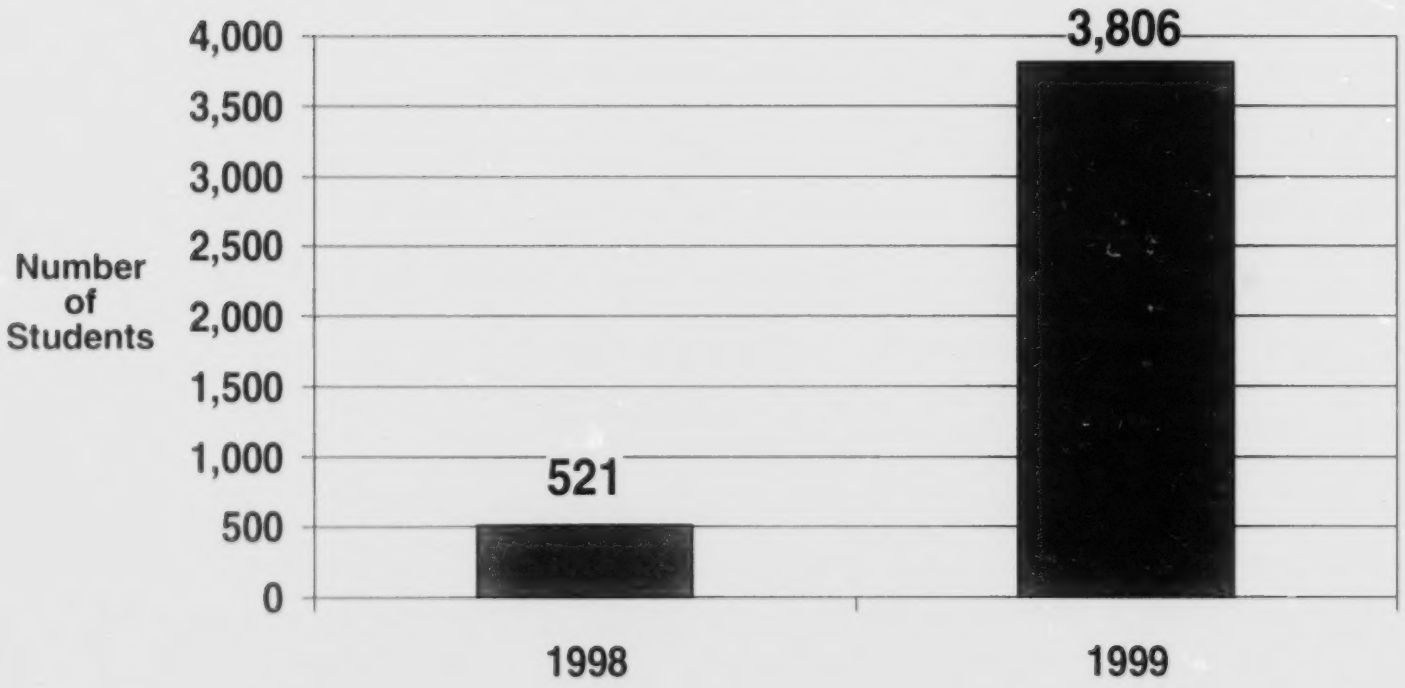
NEW YORK CITY BOARD OF EDUCATION

ELL SUBCOMMITTEE STUDY 5
Part 1

Demographic and Performance Profile of English Language Learners on the English Regents Examination in January 1999

September 28, 1999

Numbers of English Language Learners (ELLs) Taking the English Regents Exam in January 1998 and January 1999



- More than seven times as many ELLs took the English Regents in January 1999 than in January 1998
- The increase for ELLs was 2.4 times that for English proficient students

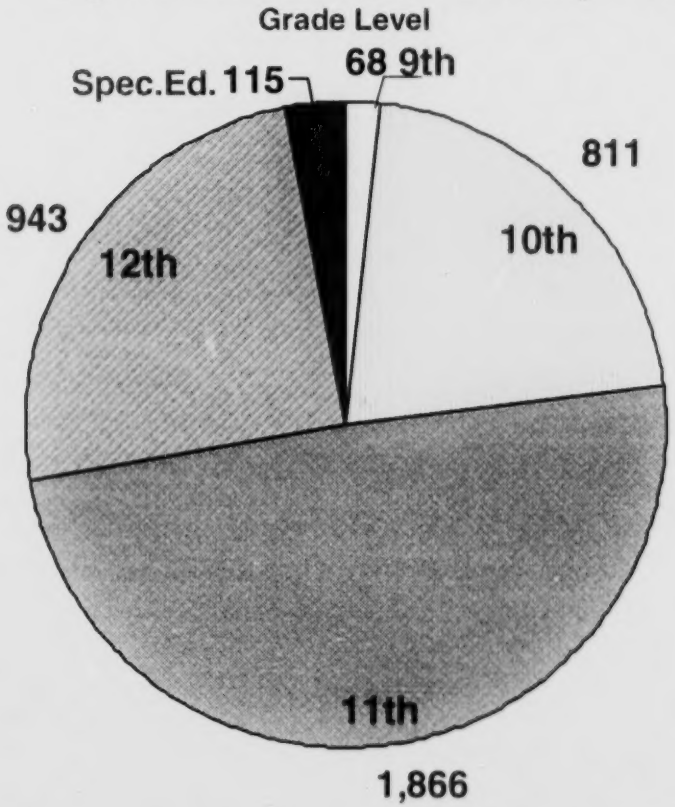
Comparison of Students Taking and Passing the English Regents Examination in January 1998 and January 1999

Season	Number Tested	Scoring 55-64 N	Scoring 55-64 %	Scoring 65-100 N	Scoring 65-100 %	Scoring 55-100 N	Scoring 55-100 %	Change in Number Scoring 55-100
English Proficient								
January, 1998	14,888	2,509	16.9	8,860	59.5	11,369	76.4	
January, 1999	48,556	10,109	20.8	26,249	54.1	36,358	74.9	+24, 989
English Language Learners								
January, 1998	521	111	21.3	98	18.8	209	40.1	
January, 1999	3,806	887	23.3	488	12.8	1,375	36.1	+1,166

Students:

- Despite the large increase in numbers taking the exam, passing rates declined by only 1.5 percentage points for EPs and 4.0 percentage points for ELLs.
- There was a large decline in the percentage of ELLs scoring 65 or higher.

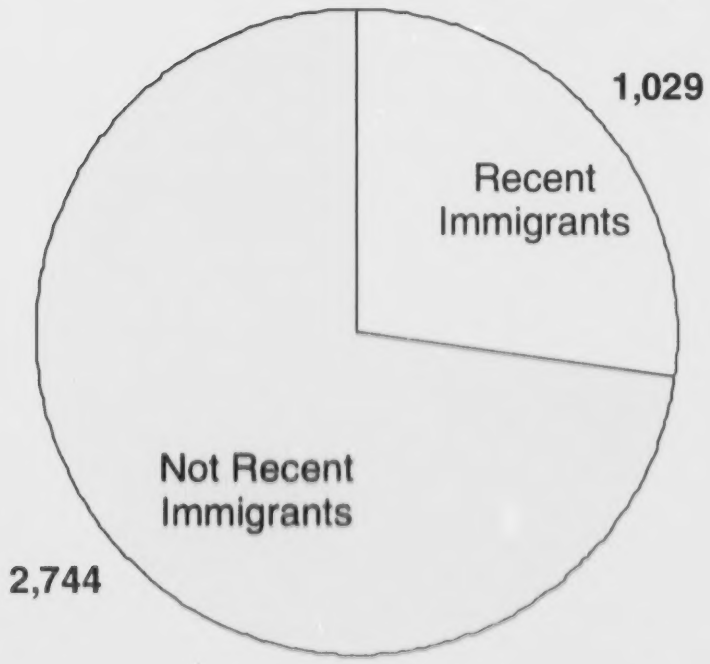
Demographic Profile of English Language Learners Who Sat for the Comprehensive English Regents Examination in January 1999



Grade	Scoring 55-64	Scoring 65-100	Scoring 55-100
9	14.7%	7.4%	22.1%
10	15.9%	5.7%	21.6%
11	24.3%	13.0%	37.3%
12	31.0%	20.5%	51.5%
Spec.Ed.	2.6%	0.9%	3.5%

Demographic Profile (continued)

Immigrant Status



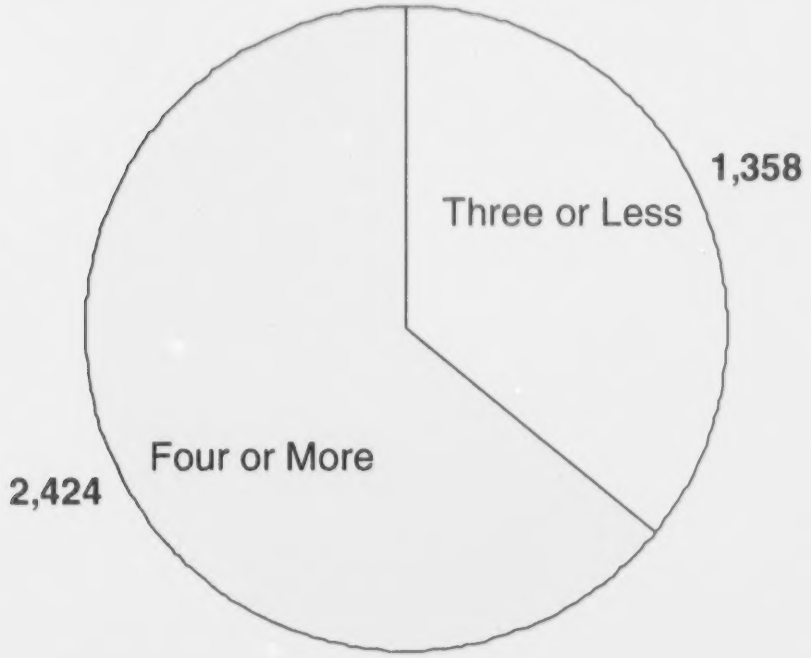
Immigrant Status	Passing with Graduation Credit (55-64)	Passing with Regents Credit (65-100)	Combined Pass Rate (55-100)
Recent Immigrant	**25%**	**18%**	**43%**
Not Recent Immigrant	**23%**	**11%**	**34%**

Demographic Profile (continued)

Home Language	Passing with Graduation Credit (55-64)	Passing with Regents Credit (65-100)	Combined Pass Rate (55-100)
Spanish	**20%**	**10%**	**30%**
Chinese	**31%**	**16%**	**47%**
Russian	**29%**	**22%**	**51%**
Other	**26%**	**14%**	**40%**

Demographic Profile (continued)

Years of Service in ESL/Bilingual Program



Years of Service in ESL/Bilingual Program	Passing with Graduation Credit (55-64)	Passing with Regents Credit (65-100)	Combined Pass Rate (55-100)
Three or Less	**25%**	**19%**	**44%**
Four or More	**23%**	**9%**	**32%**

Demographic Profile (continued)

Program	Passing with Graduation Credit (55-64)	Passing with Regents Credit (65-100)	Combined Pass Rate (55-100)
Bilingual	**22%**	**11%**	**33%**
ESL	**23%**	**12%**	**35%**

* program not indicated for 676 students

Relationship Between English Language Proficiency and Performance on the English Regents Examination January 1999

LAB Percentile Frequency Distribution for Tested ELLs

Percentile Rank	Percent of Tested Students
1 - 5	26.5%
6 - 10	20.5%
11 - 15	13.9%
16 - 20	12.8%
21 - 25	8.2%
26 - 30	7.5%
31 - 35	5.4%
36 - 40	5.3%

LAB Percentile by Performance Group

Regents Performance	Mean Lab Percentile
Passed (55 - 64)	16 %ile
Passed (65 - 100)	21 %ile
Failed (0 - 54)	9 %ile

Frequency Distribution of ELL Scores on the English Regents Examination January 1999

	Percent of Students	
Score	Relative Percent	Cumulative Percent
Less than 40	28.8%	28.8%
40 - 44	11.6%	40.4%
45 - 49	14.1%	54.5%
50 - 54	9.4%	63.9%
55 - 64 (Passing)	23.3%	87.2%
65 - 100 (Regents Credit)	12.8%	100.0%

Appendix 4

Study 5 (part 2) Cohort English Regents Analysis Class of 2000

NEW YORK CITY BOARD OF EDUCATION

ELL SUBCOMMITTEE STUDY 5
Part 2

Cohort English Regents Analysis
Class of 2000

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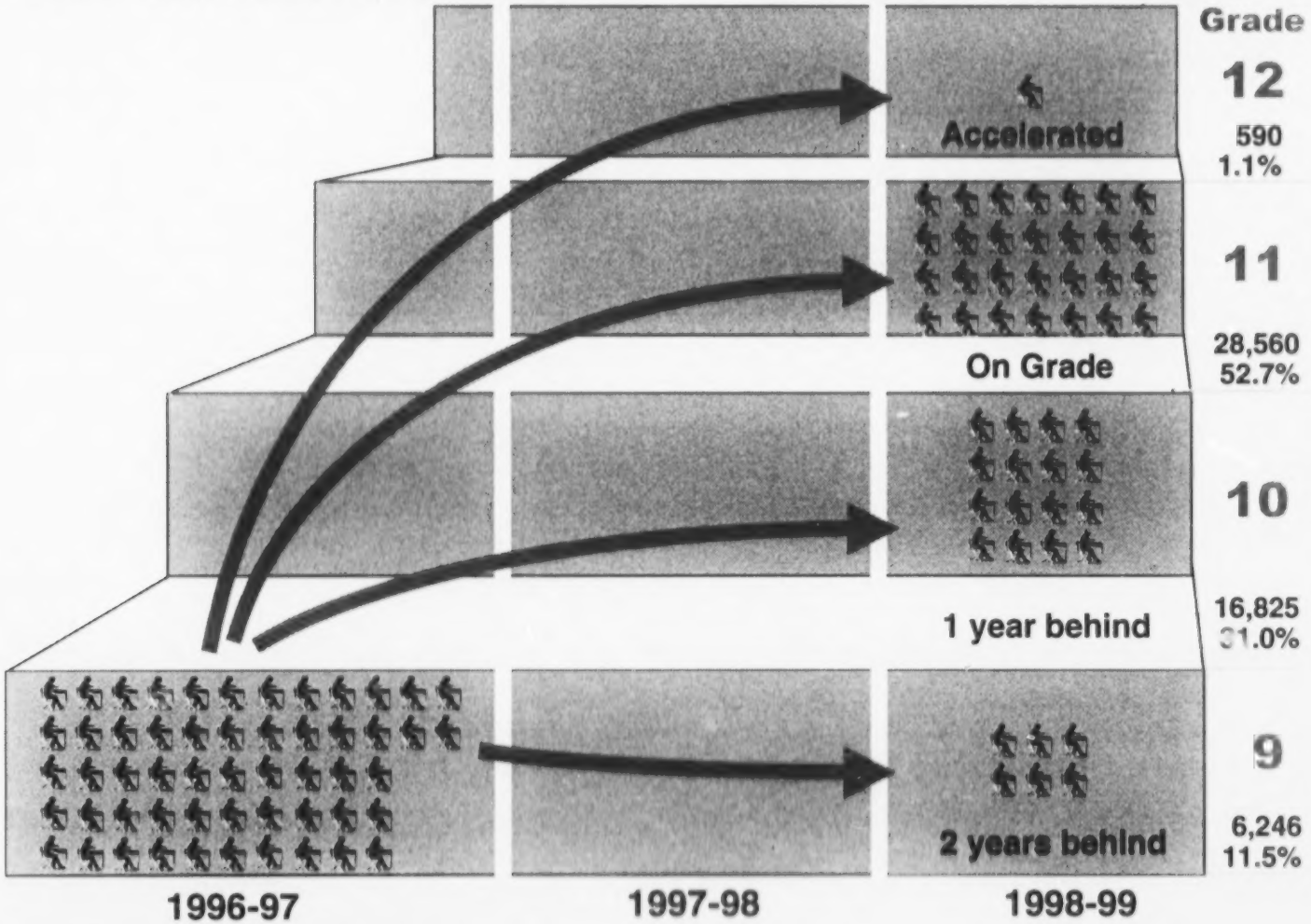
How the Cohort was Formed

- The State Education Department (SED) will be reporting on student success in meeting the new Regents Examination in English graduation requirement using a cohort method.
- The Class of 2000, which is comprised of students who entered grade 9 in fall 1996, the first class that is required to pass the Regents to graduate.
- The SED will report on the number of students who have passed the English Regents by June 1999, after three years in high school.
- The results for this class are presented in the attached tables alongside comparable data for the Class of 1999.

Class of 2000
June 1999 Grade of Students Who Entered Grade 9 in Fall 1996



Number of Students = 54,227

Note: 2,006 Students were ungraded

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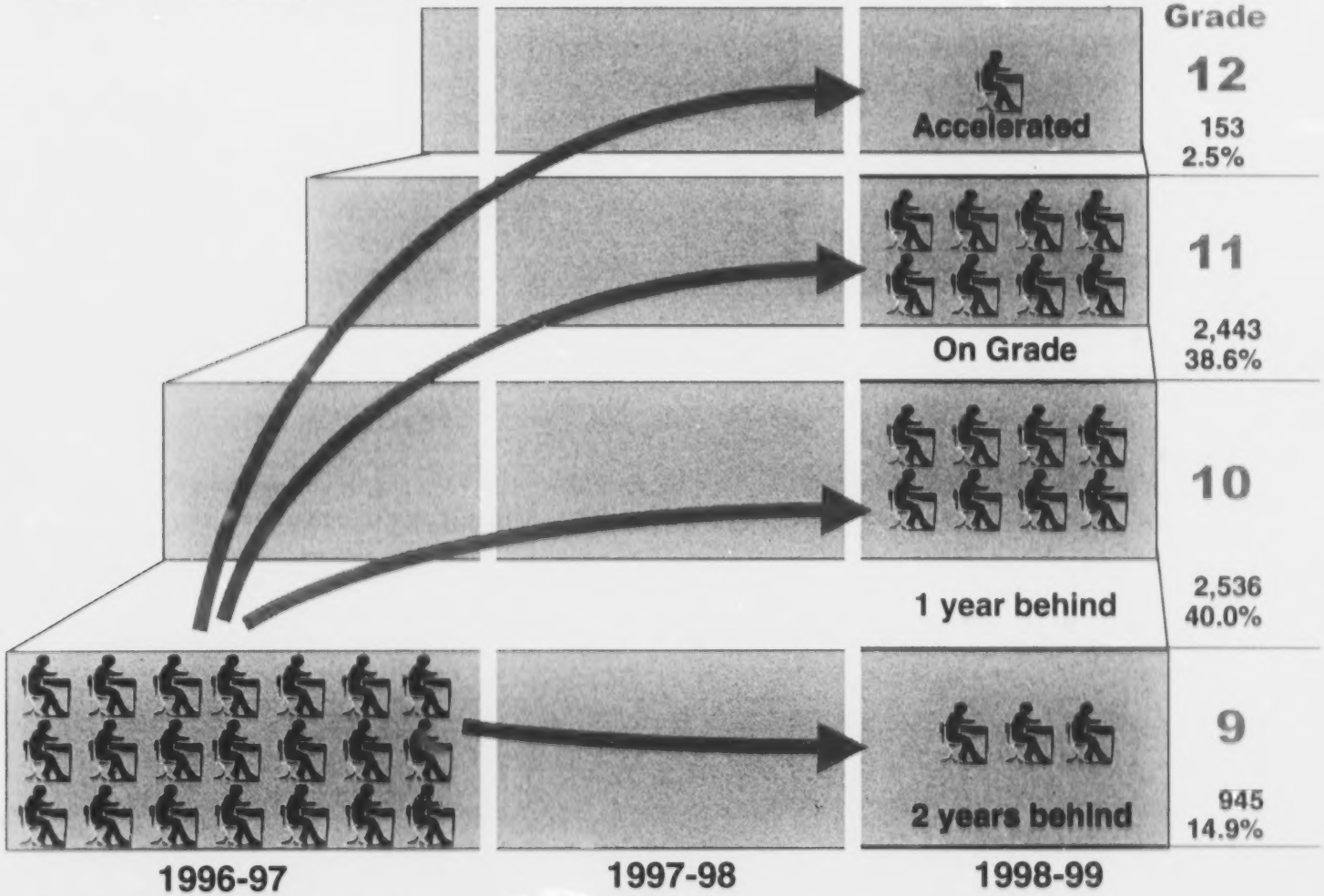
English Language Learners
Class of 2000
June 1999 Grade of Students Who Entered Grade 9 in Fall 1996



Number of Students = 6,330

Note: 253 Students were ungraded

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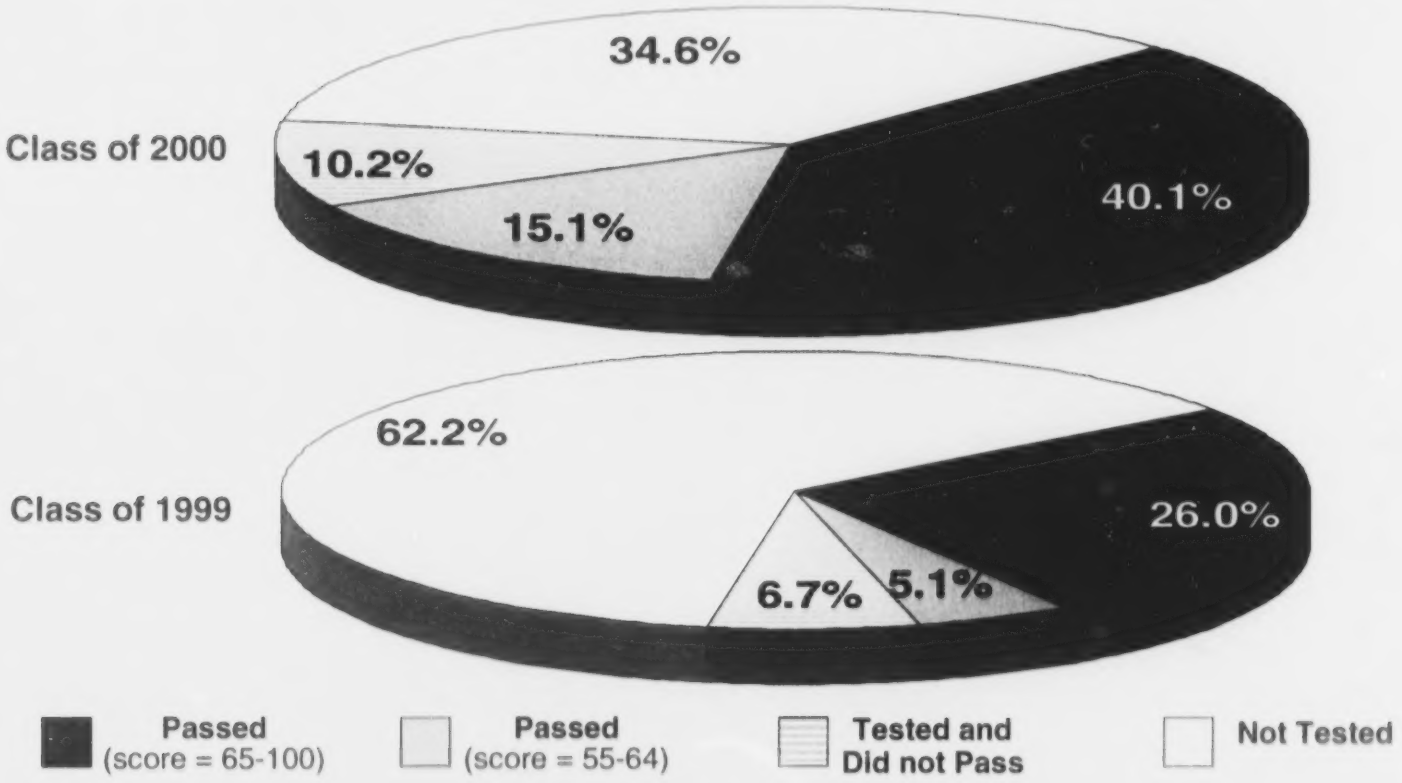
Comparison of Progress Toward Passing the Regents English Examination Between the Class of 1999 and the Class of 2000



- A much larger percentage of the Class of 1999 did not take the Regents English exam (62.2 percent)) compared to the Class of 2000 (34.6 percent).
- A larger percentage of the Class of 2000 cohort (40.1 percent) passed the Regents Examination than did the Class of 1999 (26.0 percent).

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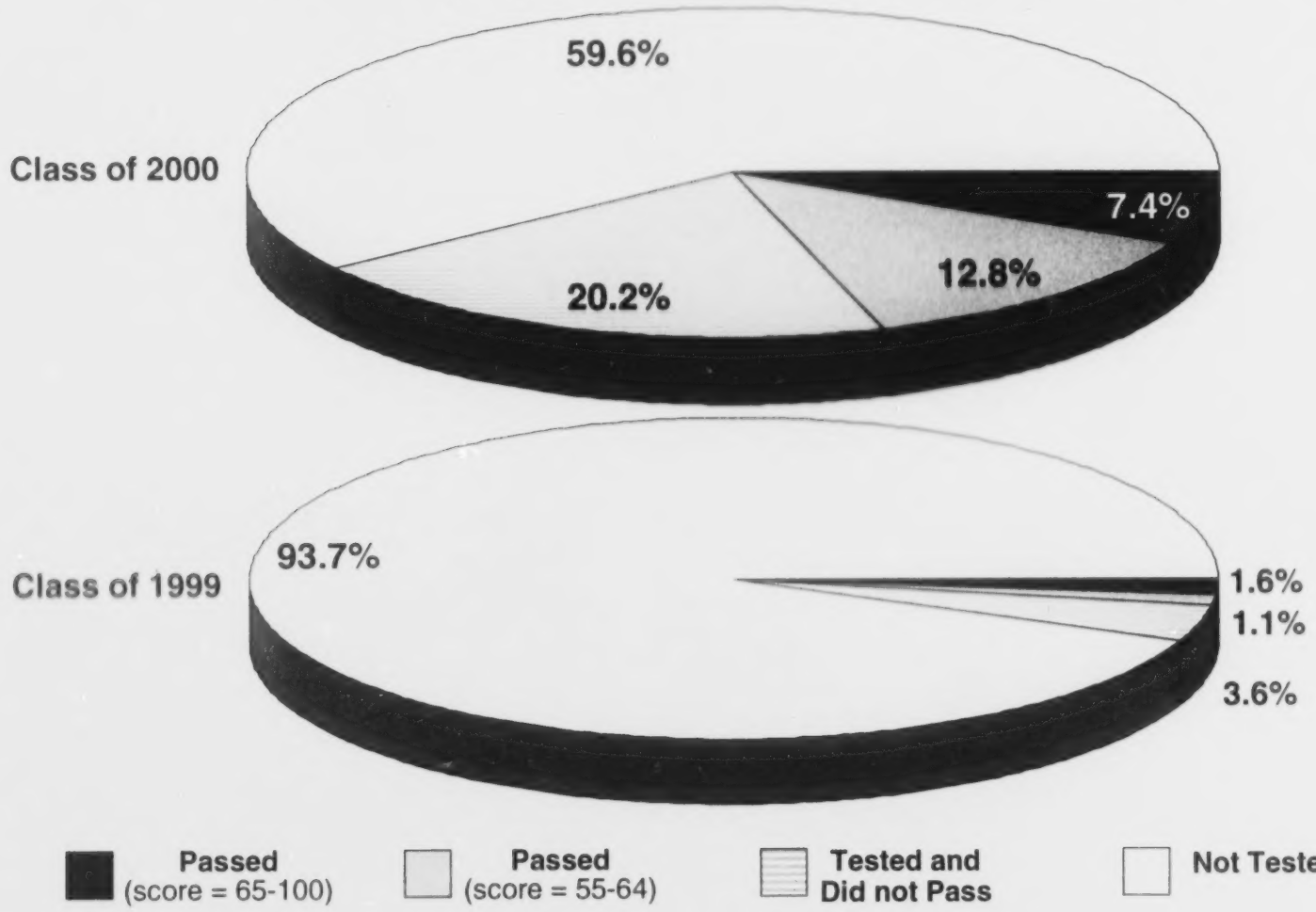
Results for English Language Learners

- English Language Learners (ELLs) in The Class of 2000 must take and pass the Regents English exam to graduate. ELLs comprise 6,330 of the 54,227 general education students in The Class of 2000.

- Comparing the progress of English Language Learners in the Classes of 1999 and 2000 is illustrative. Only 6.3 percent of ELLs in The Class of 1999 took the English Regents exam as compared with 40.7 percent of ELLs in The Class of 2000.

- Over one-fifth (20.2 percent) of ELLs in The Class of 2000 met the graduation requirement in English (7.4 percent for Regents credit) as compared with only 2.7 percent (1.6 percent for Regents credit) of The Class of 1999. (See Chart 5.)

English Language Learners
Comparison of Progress
Toward Passing the Regents English Examination
Between the Class of 2000 and the Class of 1999



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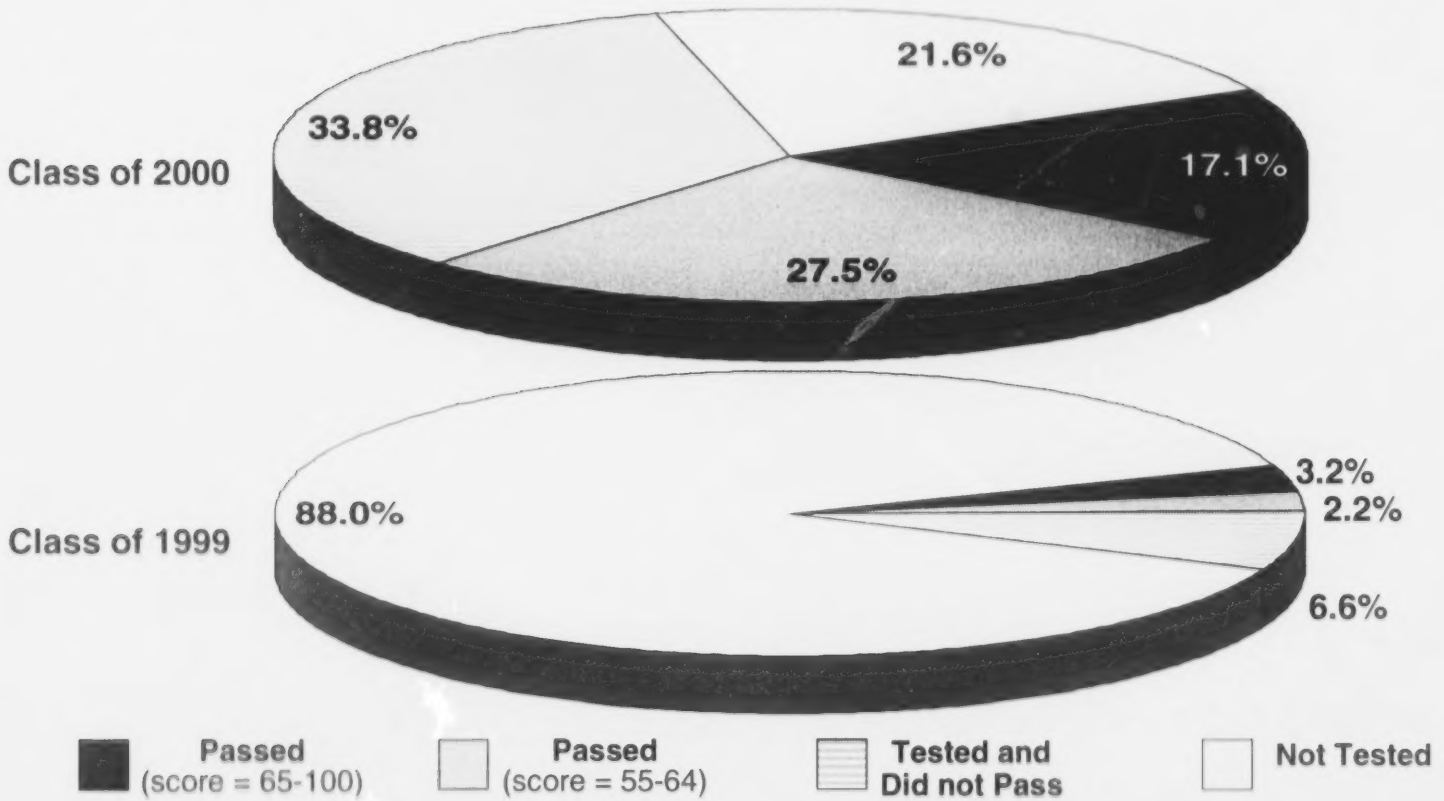
English Language Learners
11th Grade
Comparison of Progress Toward Passing the Regents English Examination
Between the Class of 2000 and the Class of 1999



- Only 21.6 percent of 11th grade ELLs in the Class of 2000 did not take the English regents Examination as compared with 88.0 percent of 11th grade ELLs in the Class of 1999.
- A total of 17.1 percent of 11th grade ELLs in the Class of 2000 passed with scores of 65-100 as compared with 3.2 percent of 11th grade ELLs in the Class of 1999.

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11th Grade English Language Learners in The Class of 2000

- Comparing the progress of the subset of 11th graders who are English Language Learners in the two Classes is also of interest.
- There were 2,443 11th grade English Language Learners in The Class of 2000.
- Over three-fourths (78.4 percent) of 11th grade ELLs in The Class of 2000 took the English Regents as compared with 12 percent of 11th grade ELLs in The Class of 1999.
- A total of 44.6 percent of 11th grade ELLs in The Class of 2000 met the graduation requirement in English as compared with only 5.4 percent of comparable students in The Class of 1999. (See Chart 6.)

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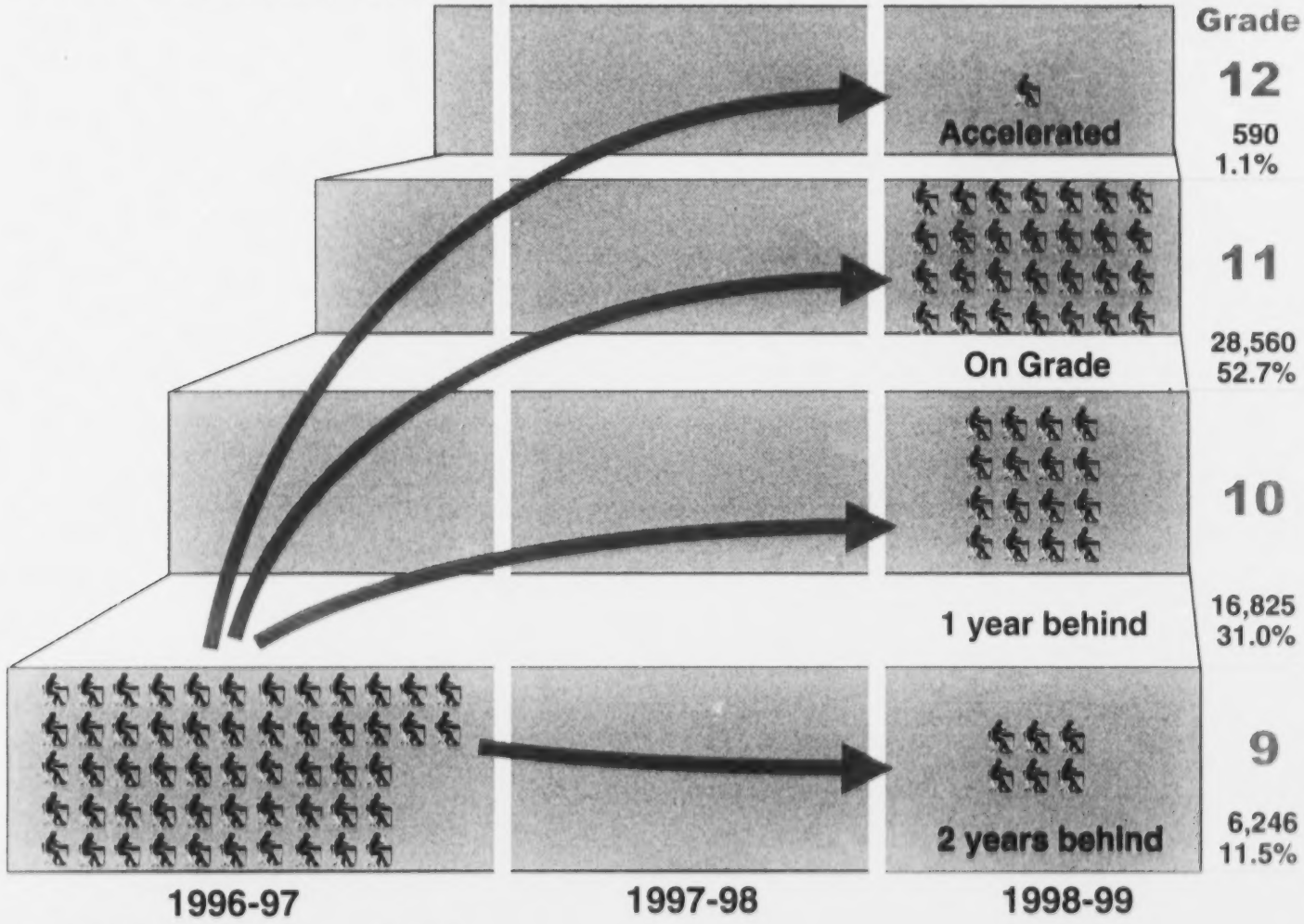
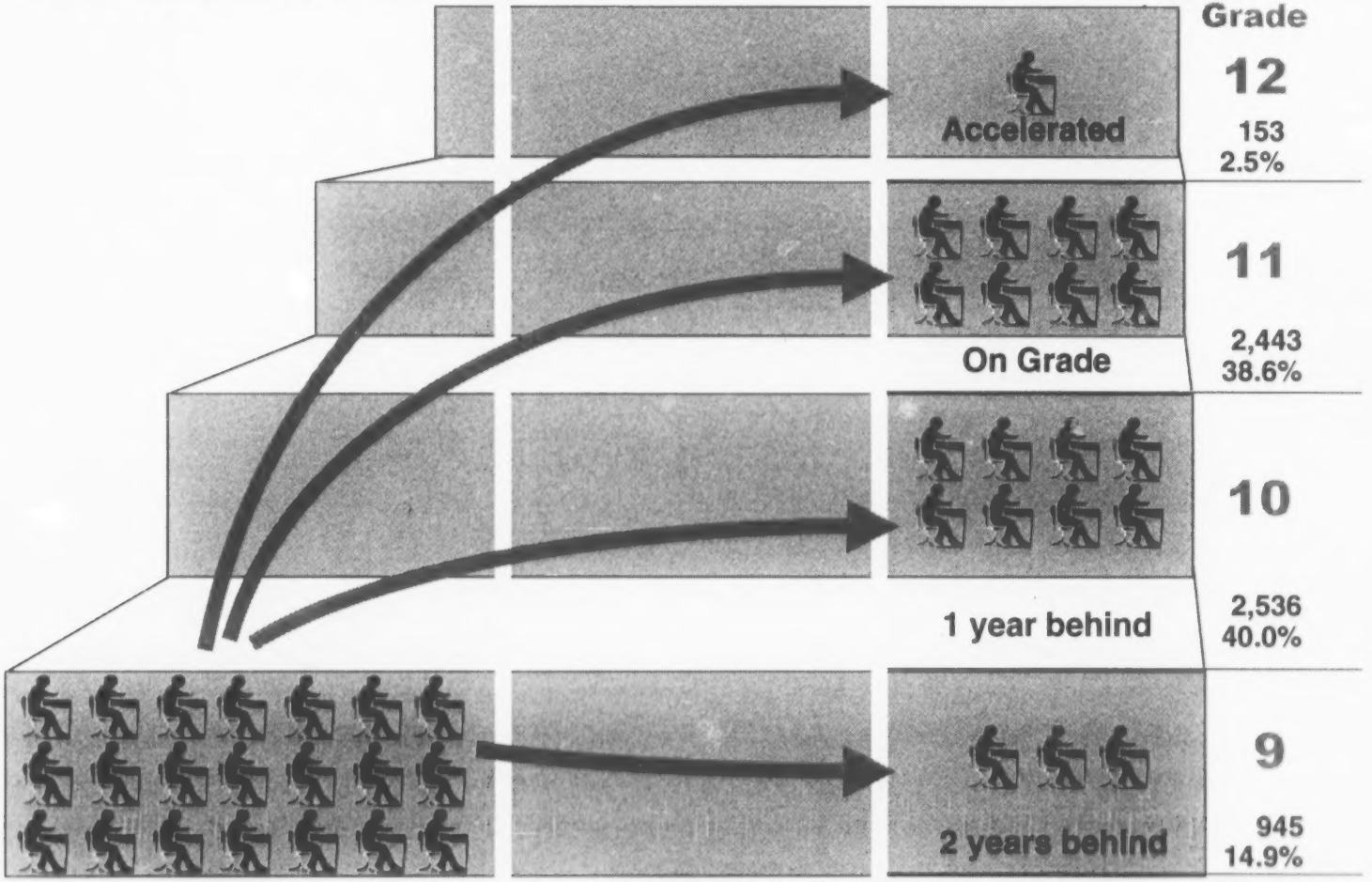


Number of Students = 54,227

Note: 2,006 Students were ungraded

English Language Learners
Class of 2000
June 1999 Grade of Students Who Entered Grade 9 in Fall 1996



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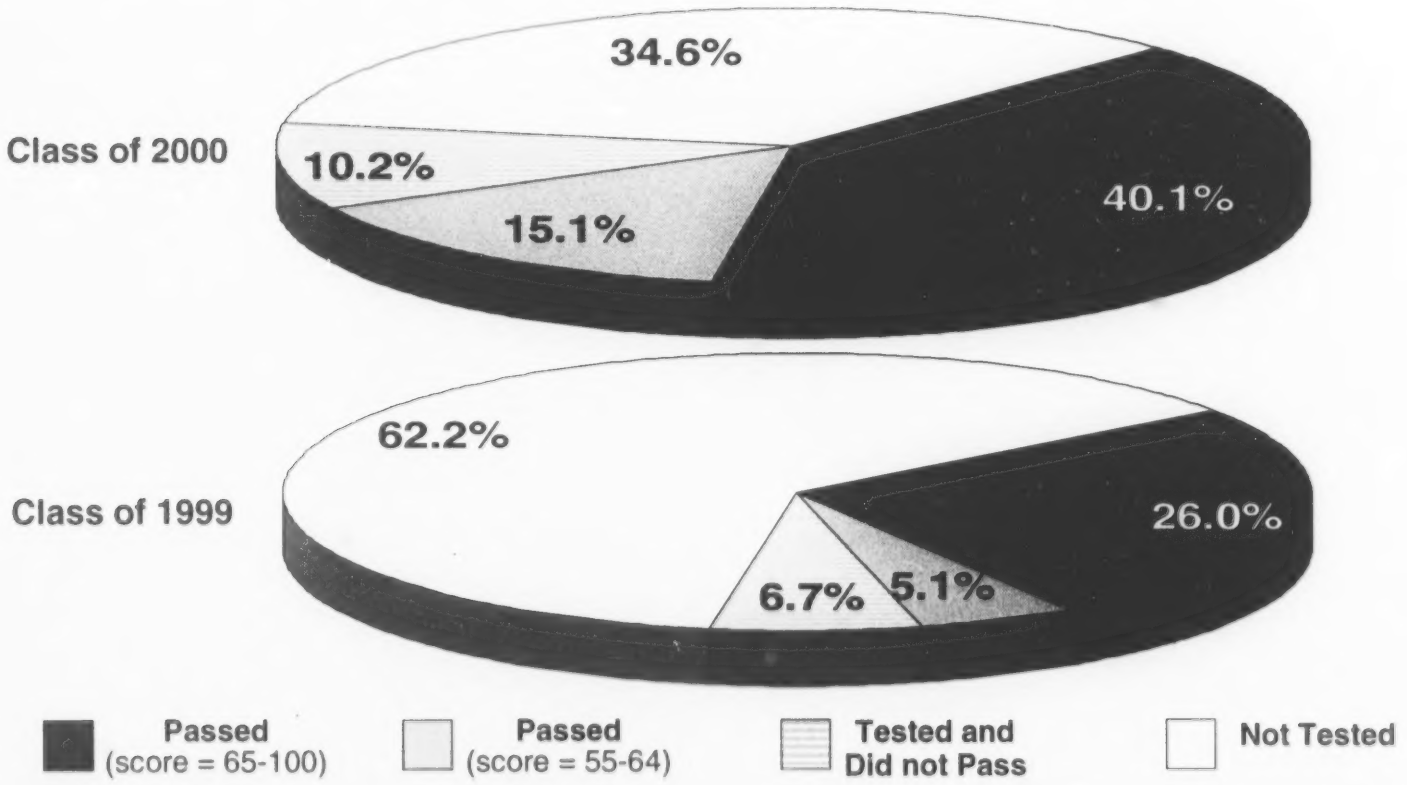

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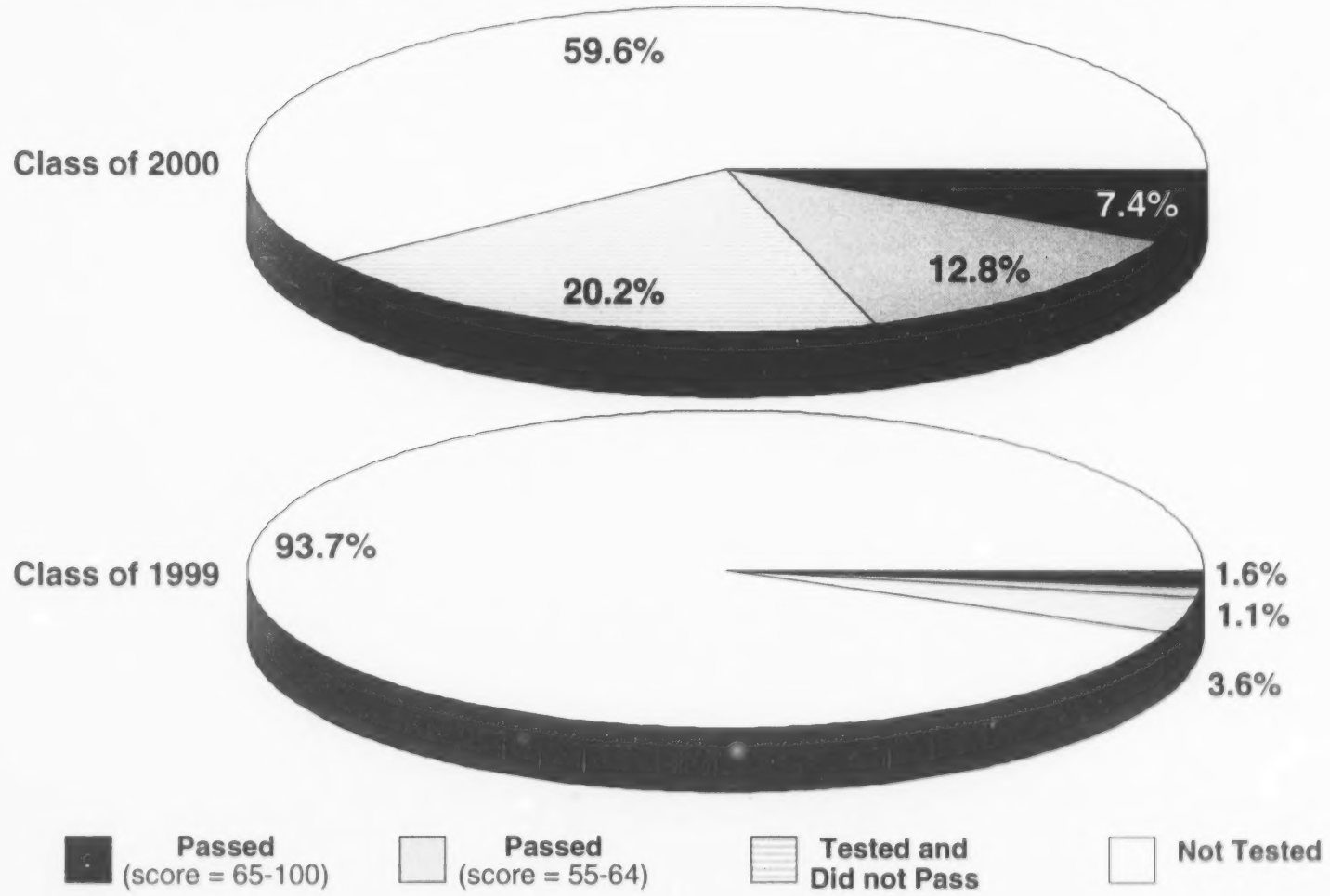

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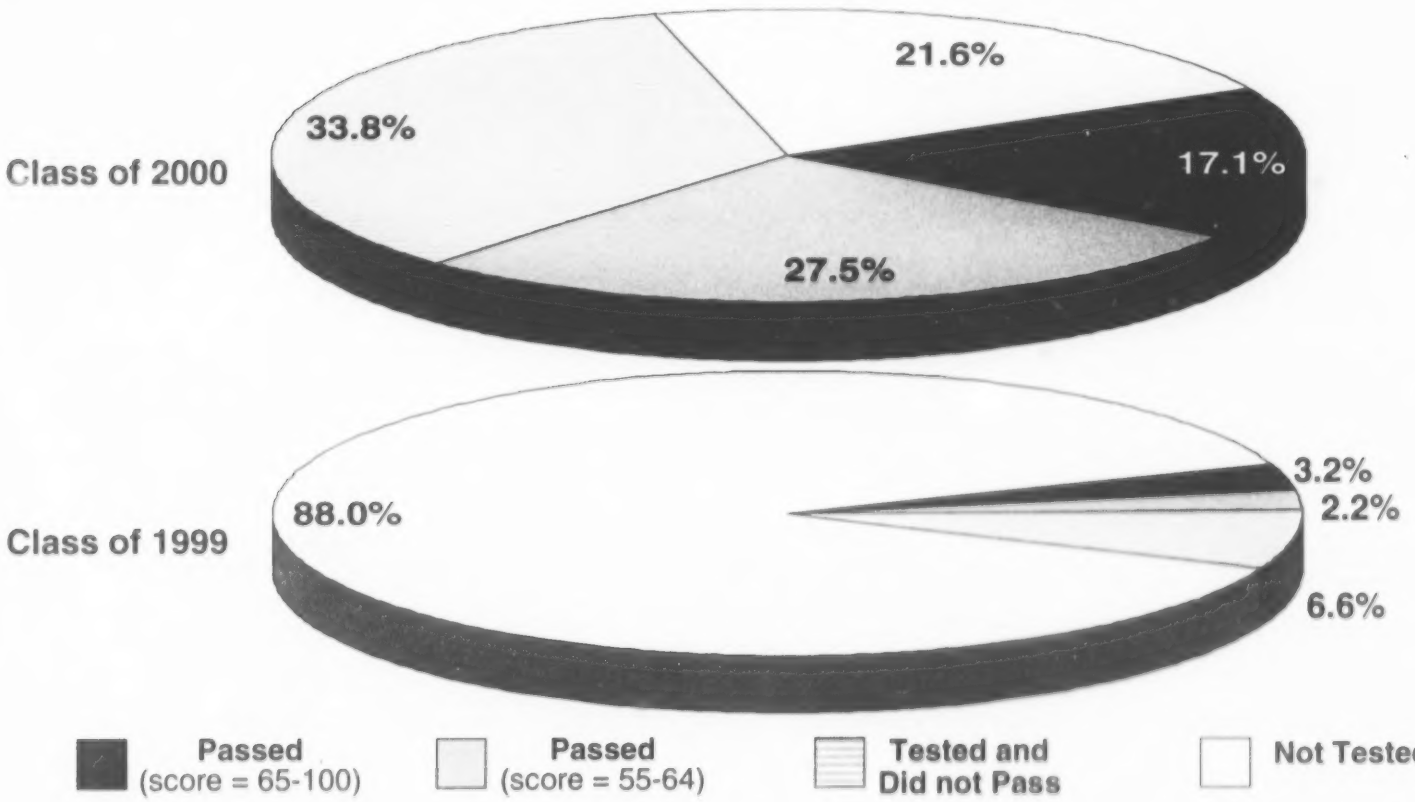
English Language Learners
11th Grade
Comparison of Progress Toward Passing the Regents English Examination Between the Class of 2000 and the Class of 1999



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English Language Learners
11th Grade
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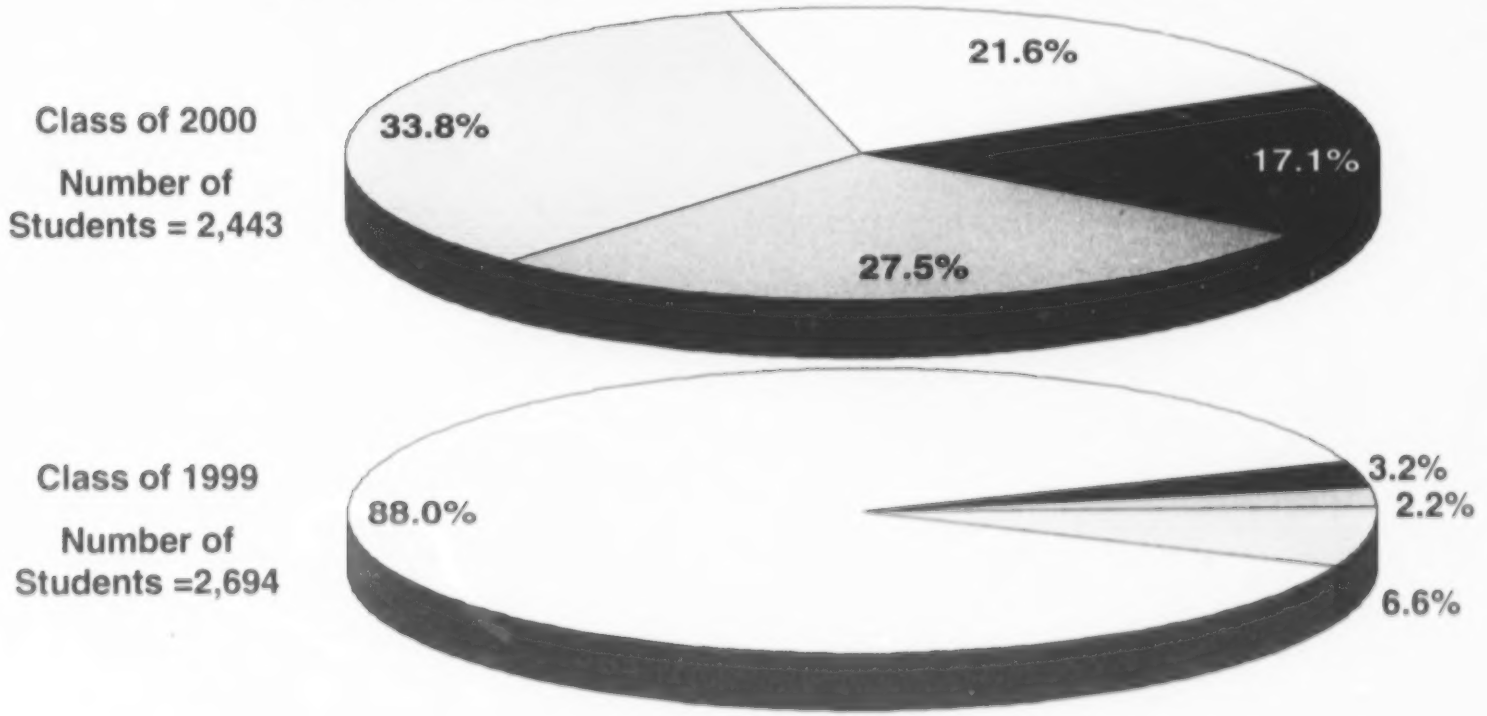
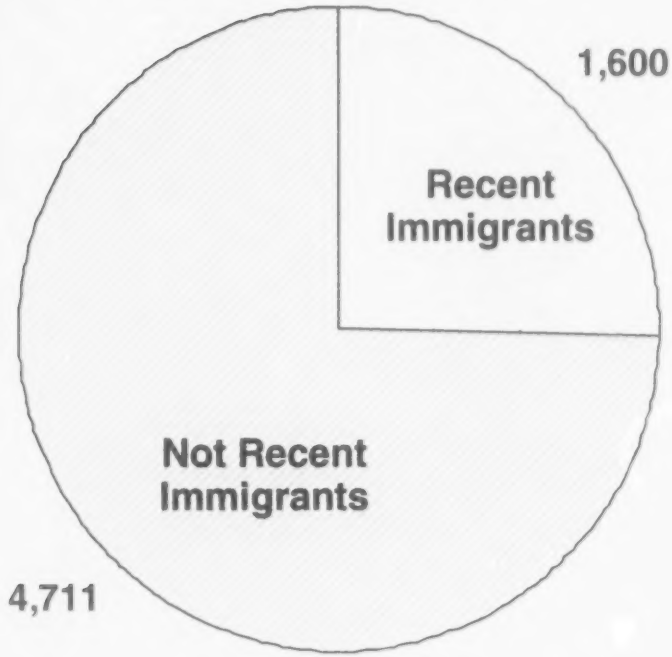


Demographic Profile

Immigrant Status

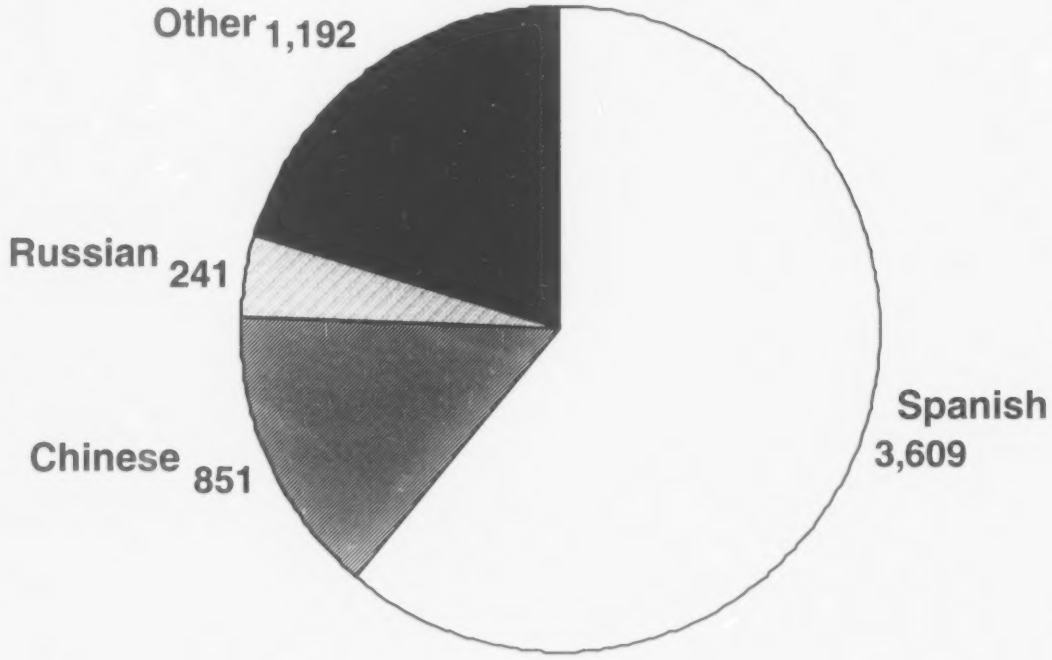


Immigrant Status	Passing with Graduation Credit (55-64)	Passing with Regents Credit (65-100)	Combined Pass Rate (55-100)	Not Passing (0-54)	Not Tested
Recent Immigrant	**9.7%**	**7.6%**	**17.3%**	**18.1%**	**64.6%**
Not Recent Immigrant	**12.4%**	**7.2%**	**19.6%**	**22.2%**	**58.2%**

Demographic Profile (continued)

Home Language

Number of Students = 5,893



Home Language	Passing with Graduation Credit (55-64)	Passing with Regents Credit (65-100)	Combined Pass Rate (55-100)	Not Passing (0-54)	Not Tested
Spanish	**10.5%**	**6.3%**	**16.8%**	**19.9%**	**63.3%**
Chinese	**13.7%**	**9.8%**	**23.5%**	**19.2%**	**57.3%**
Russian	**16.3%**	**12.4%**	**28.7%**	**25.7%**	**45.6%**
Other	**13.5%**	**7.8%**	**21.3%**	**26.4%**	**52.3%**